SUPER GOAL 3

MANUEL DOS SANTOS





SuperGoal 3 Student Book

Published by arrangement with McGraw Hill LLC

ISBN: 9781398928503

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editors: Ana Laura Martínez Vázquez, Janet Battiste
Art direction: Heloisa Yara Tiburtius
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on pages 268-269 is considered an extension of the copyright page.



www.mheducation.com

Contents





Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles **Pages 2–11**	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with *how often/how much/ how long* *All/both/neither/none*
2	Life Stories **Pages 12–21**	Talk about past actions Relate past events in your life Report what people said Talk about past dates and times	Simple past tense Expressions with the passive, *be + born* *Used to* Time expressions for the past *When* clauses
3	When Are You Traveling? **Pages 22–31**	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with *going to* and *will* Infinitives of purpose Time clauses: *after, as soon as, before,* etc. Prepositions of movement
4	What Do I Need to Buy? **Pages 32–41**	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: *a few, a little, a lot of, much, many, enough* Pronouns: *something, anything, nothing* Sequence words: *first, then, after that, finally* Reflexive pronouns Conjunctions: *because, so*
	EXPANSION Units 1–4 **Pages 42–47**	**Language Review** **Writing:** Write a report about an endangered species **Reading:** Water for Life	
5	Since When? **Pages 48–57**	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with *for* and *since* Questions with *how long* Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? **Pages 58–67**	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with *as . . . as* Indirect questions Definite article: *the*

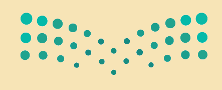


Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of *do you*	Cell Phone Obsession: Negative or Positive?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	*used to*	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in *-ing*	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
Listen for specific information in a conversation in a supermarket	The *sh*, *ch*, and *j* sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
Project: Prepare a campaign to save water **Chant Along:** What Have They Done to You? **Project:** Research an environmental organization			
Listen for specific information in a conversation	Contractions of *have*	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhood Write about a town or city in your country or the world (Project)

Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? Pages 68–77	Talk about common items at a garage sale Confirm information Describe abilities	Tag questions—affirmative, negative Negative questions *Be able to* Suggestions—*Should/can/could* and *why don't/let's*
8	Drive Slowly! Pages 78–87	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: *must/mustn't/must not* and *should/shouldn't* Adverbs of manner *Can/could/will/would* Requests and commands Reporting requests and commands
	EXPANSION Units 5–8 **Pages 88–93**	**Language Review** **Reading:** Adventure Trips **Writing:** Write a brochure for an adventure trip	
9	All Kinds of People Pages 94–103	Talk about past events that are interrupted Describe people's personalities and character	Relative pronouns: *who, that, which* Past progressive with *when* and *while* Can/may/could
10	Who Used My Toothpaste? Pages 104–113	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with *already, yet, just*—questions, answers Verb + gerund Two-word verbs *Can't/must* *So...that/such...that*
11	Making Choices Pages 114–123	Express cause and effect Make choices Express preferences	Conditional with present and future forms *I'd rather* Conditional sentences—imagery situations *Wish*
12	Culture Shock Pages 124–133	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive *It's...* + infinitive Expressions of advice with infinitives Gerunds as subjects Past perfect
	EXPANSION Units 9–12 **Pages 134–145**	**Language Review** **Reading:** Aptitude and IQ: What's the Difference? **Writing:** Write about an occupation **Chant Along:** Career Path **Project:** Research questions on aptitude or IQ tests	

Listening	Pronunciation	Reading	Writing
Listen to a conversation to explain a misunderstanding	Rising intonation in tag questions	You Look Just Like Me!	Write about a strange coincidence or chance meeting Prepare an advertisement for a garage sale (Project)
Listen for specific information in a conversation about driving	Vowel sound /ə/ in *should* and *must*	Is Right, Right?	Write an essay about why the driving age should be raised Make a poster with a list of driving tips and safety rules (Project)
Chant Along: I've Missed You! **Project:** Survey classmates about long-distance communication			
Listen to infer who is speaking and match speakers to their pictures	Syllable stress in adjectives	Simple Ideas, Big Results	Write an essay about your vision of schools or your town in the future Present a person who has made a difference in the world (Project)
Listen for specific information in a conversation about home	Vowel sounds followed by *r*	Complaints	Write about impolite behavior and how it affects others Interview college students to find what they miss about home (Project))
Listen for points of view in a radio interview	Consonant clusters *sp, tr, cr, pr, gr* in initial position	The Right Choice	Write about choices you have made and their consequences Role-play an interview about a local issue and its positive and negative sides (Project)
Listen for specific details in travel advice	Reduction of *to* in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)
Reading: Taking a Siesta **Project:** Research the benefits of sleep **Chant Along:** Assimilating **Writing:** Write advice on fitting into a new society			





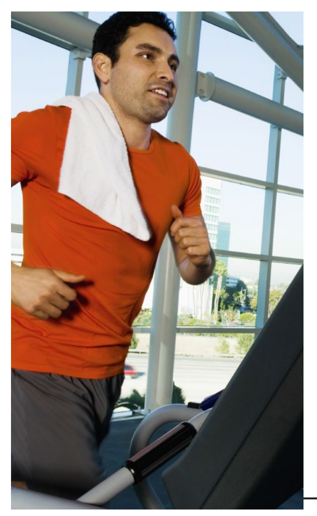
1 Listen and Discuss



What activities do you do every day? Twice a day?

Check Your Lifestyle

Which of the people are you most like? Why?

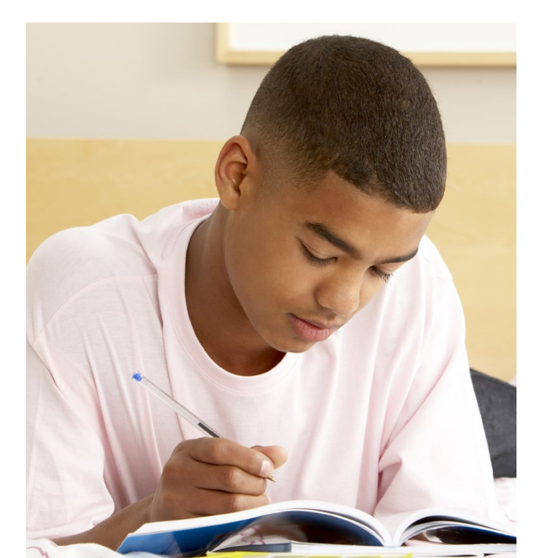




Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.



John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.

Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.





Noura loves shopping. When she walks into a department store or a mall, she always buys something. She spends a lot of money. But she says shopping makes her happy.



Martin works very hard. He always takes work home from the office, and he rarely takes a vacation. He's really devoted to his job.

Your Profile

Answer the questions about your habits and routines.

How many hours a day do you watch TV? ________

How long do you talk on the phone a day? ________

How much money do you spend a week? ________

How much time do you spend on the Internet? ________

How often do you exercise? ________

How often do you go shopping? ________

How many hours a day do you sleep? ________

What two activities do you do very often? ________

What two activities do you hardly ever do? ________

What activities do you think you overdo? ________

Now compare your answers with a partner.

Quick Check

A. Vocabulary. Underline words and expressions on pages 2 and 3 that tell about frequency (how often).

B. Comprehension. Answer the questions about the people.

1. How often does Arthur go rock climbing?
2. How frequently does John exercise?
3. How often does Refaa eat meat?
4. How long does Josh spend on the Internet?
5. How much money does Noura usually spend?
6. How often does Martin go on vacation?

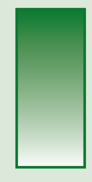
2 Pair Work



A. **Ask** and **answer**. Role-play the people in the article.

- So, Martin, how often do you watch TV?
- I seldom watch TV. I have no time.
- Tell me, Noura, how much time do you spend shopping?
- A lot of time. I shop every weekend.

B. **Ask** and **answer** with your information.

3 Grammar 

Simple Present Tense: Habitual Activities

Do	you	usually **drink** coffee?	I rarely **drink** coffee.
Does	he/she		He/She **drinks** coffee now and then.

Adverbs/Expressions of Frequency

100% of the time	always, all the time
50%–99%	usually, generally, normally, frequently, often, regularly
20%–49%	sometimes, occasionally, from time to time
1%–19%	once in a while, now and then, hardly ever, seldom, rarely
0%	never

I **rarely** eat junk food. I'm **usually** a salad-and-fruit person.
But I'll eat a piece of pizza **once in a while**.

- Adverbs of frequency usually come before the verb.
- However, they come after the verb *be*.
- Expressions such as *all the time, now and then, once in a while, twice a week, once a month, every two months* usually come at the end of the sentence.
- Some adverbs and expressions can come at the beginning of the sentence.

Sometimes Hameed works late. **From time to time,** he brings work to do at home.

Questions with *How Often/How Much/How Long*

Q: How often do you use your cell phone? **A:** I use it 20 times a day.
Q: How much time do you spend in the shower? **A:** I spend about 5 minutes.
Q: How long do you spend on your homework? **A:** I spend about 2 hours every night.

A. Rewrite the sentences in the opposite. Use the words in parentheses.

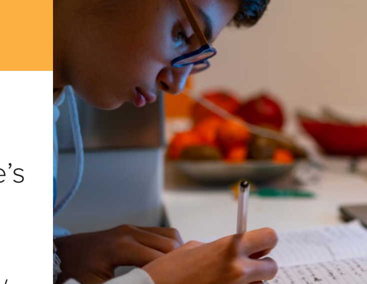
Jamal frequently exercises. (seldom) *Jamal seldom exercises.*

1. Ibrahim constantly talks on the phone. (rarely) ______
2. My brother occasionally checks his email. (often) ______
3. I sometimes surf on the Internet. (once in a while) ______
4. Qassim always arrives at work on time. (hardly ever) ______
5. Maha usually drinks tea instead of coffee. (from time to time) ______

B. Now ask questions about the people in exercise **A**.

How often *does Jamal exercise* ?

1. How often ______?
2. How often ______?
3. How often ______?
4. How often ______?
5. How often ______?



C. Work with a partner. Ask and answer questions about people's habits and routines.

A: What does Adnan normally do in the evening?
B: He usually studies.

Adnan / normally / evening



1. Faris / generally / for lunch



2. Frank and Ali / occasionally / in the park



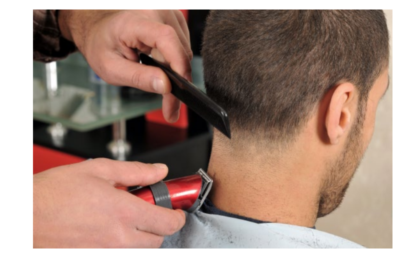
3. Emma / seldom / after dinner



4. Ahmed and his family / often / on the weekend



5. Kyle / sometimes / with his friends



6. Ben / now and then

D. How often do you do the activities in exercise **C**? Write sentences using an adverb or expression of frequency. Compare sentences in small groups.

I normally get a haircut every two months.

E. Write sentences about things you ***usually/always*** do and you ***seldom/never*** do. Write at least two false sentences. Read them to your partner. Can your partner guess which sentences are true and which sentences are false?

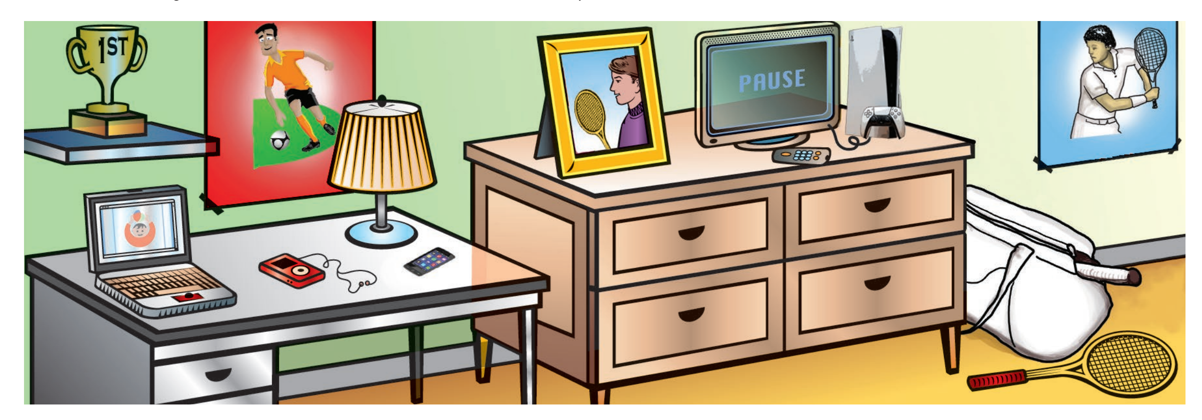
	True	False
I usually hang out with my friends at the mall.	☑	☐
I never watch TV on the weekend.	☐	☑
1. ______	☐	☐
2. ______	☐	☐
3. ______	☐	☐
4. ______	☐	☐
5. ______	☐	☐
6. ______	☐	☐



4 Language in Context

A. Work with a partner. Look at the picture of Tom's room. What can you tell about his lifestyle?

He usually does his homework on the computer.



B. In what ways is your room like the one above? In what ways is it different?

5 Listening 

Listen to Musa, a professional football player, talking about his career and lifestyle. Write ***true*** or ***false***.

1. _____ Musa comes from a poor background.
2. _____ He spends a lot of time with his family.
3. _____ Musa is proud of playing for his country.
4. _____ He likes to wear fashionable clothes.
5. _____ He gives money to help those in need.
6. _____ Musa doesn't like the media following him.

6 Pronunciation 



Listen. Notice how ***do*** and ***you*** are said together as one word. Then practice.

Do you have a cell phone?
Where **do you** live?
How often **do you** get a haircut?
How much time **do you** spend on the Internet?

7 About You 

Work in a group. Talk about your pastimes and routines.

How much time do you spend...

on your homework?
on the phone?
on the Internet?
in the shower?
shopping?
exercising?
with your family?
with your friends?

8 Conversation



Majid: How often do you go to the gym?
Omar: I work out every day, except weekends. I'm a bit of an exercise freak.
Majid: Exercise turns me off.
Omar: Anyway, what are you doing now?
Majid: I'm checking my email.
Omar: How much time do you spend on the Internet?
Majid: A lot. I take my smartphone with me wherever I go. My friends say that my smartphone is really my best friend. You see, I can access the Internet almost everywhere.

Your Ending

What do you think Omar answers?

1. I prefer to exercise my body, not my thumb.
2. I only use my computer to send and receive email.
3. I don't have a cell phone. I don't want people calling me all the time.
4. Your idea: ____________

Real Talk

exercise freak = someone who exercises a lot
turn (someone) off = does not interest at all
Anyway = a word to introduce a change in topic
You see = a phrase to introduce an explanation

About the Conversation

1. Does Omar exercise a lot?
2. Does exercise turn Majid off?
3. Does Majid spend a lot of time on the Internet?
4. Why can Majid check his email frequently?

Your Turn

Interview your partner about Internet use.
Use the following prompts:

1. frequency
2. number of hours
3. purpose (what for?)
4. type of connection
5. where
6. others: ____________



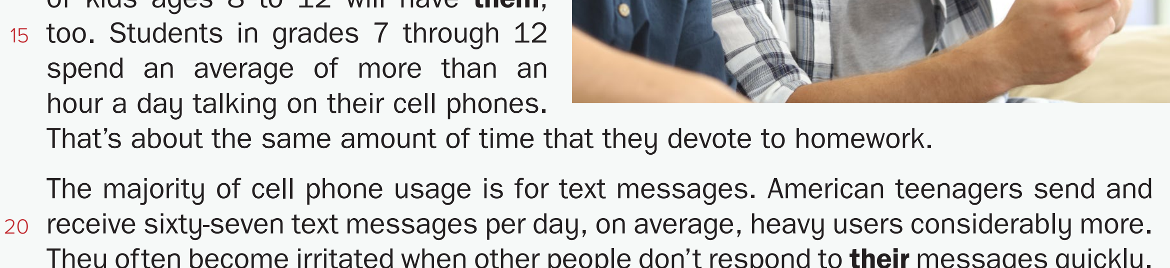


9 Reading 

Before Reading

Why do people you know use cell phones? How often do they use them?

CELL PHONE OBSESSION: Negative or Positive?



Yakkity, yakkity, yak. All around, you hear ring tones of cell phones, and you see people who are talking on the phone in public or sending text messages. This use of cell phones may signal more than normal communication with friends and family. For some teenagers, this craze may be a sign of unhappiness and anxiety.

Cell phones are definitely part of today's youth culture. Ninety-five percent of U.S. teens have access to a smartphone, and soon over 60 percent of kids ages 8 to 12 will have **them**, too. Students in grades 7 through 12 spend an average of more than an hour a day talking on their cell phones. That's about the same amount of time that they devote to homework.

The majority of cell phone usage is for text messages. American teenagers send and receive sixty-seven text messages per day, on average, heavy users considerably more. They often become irritated when other people don't respond to **their** messages quickly. Heavy reliance on a cell phone can become a problem—and an obsession.

According to the *Los Angeles Times*, a survey of 575 high school students in the United States showed that two-thirds of the students who use their cell phones more than 90 times a day do so because they are unhappy or bored. They score higher on tests that measure depression and anxiety compared to students who use their phones less. However, when they were examined, the frequent users were not found to be clinically depressed—that is, **they** were not actually in a state of depression that was severe enough to require medical help. The researcher **who** conducted the study said, "The young people may be unhappy because of a problem in **their** lives or anxious about their social status. They are trying to make themselves feel better by reaching out to others. Communicating via cell phone makes the 'addicts' feel popular."

For teenagers, cell phones are not just objects for communication. **They** are extensions of **themselves**. They are tools for keeping in touch. Many teenagers don't agree with the study from the United States, and they say that people who are anxious or depressed wouldn't be sending out messages or making calls. For **them**, a lot of cell phone use shows that a person is popular and has a lot of friends. What do you think?

After Reading

Answer ***true*** or ***false***.

1. _____ Only one out of every four young Americans owns a cell phone.

2. _____ American students spend a lot more time on the phone than on homework.

3. _____ Most of the cell phone usage is for text messages.

4. _____ People who talk a lot on the phone do so because they are depressed.

5. _____ Some people think that a lot of cell phone use is a positive thing.

Discussion

A. Discuss the questions.

1. What do you think about the study from the *Los Angeles Times*?

2. Do you have a cell phone? If so, how often do you use your cell phone? What for?

3. Approximately how long do you spend on each call?

4. How much is your monthly cell phone bill?

5. Discuss the advantages and the disadvantages of cell phones.

B. Read and discuss.

> A recent survey found that 1 to 30 percent of text messages received on cell phones are mobile spam (unwanted commercial advertising). Unlike email spam, some cell phone users may be charged a fee for every incoming message. What do you think can be done to prevent it?

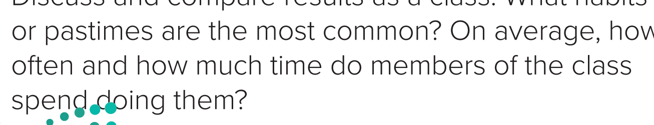
10 Project 



Work in groups. Do a survey to find out how often and how long group members spend on the following activities:

on chores	on the Internet
on homework	shopping
on a hobby/sport	using a cell phone
watching TV	other: ______

Discuss and compare results as a class. What habits or pastimes are the most common? On average, how often and how much time do members of the class spend doing them?







11 Writing

A. What did you learn about the habits of young people from your class survey? Complete the chart with your findings.

Habit/Pastime	How often?	How long?

Writing Corner

Cohesion is important in writing. Cohesion means the way sentences link together. One way to make writing more cohesive is to use pronouns and possessive adjectives.

1. Pronouns and possessive adjectives link ideas in sentences.
   Teenagers **who** play a sport say **they** often become friends with **their** teammates.
2. Pronouns help avoid repeating the same word or words.
   Football is popular because **it** is fun. **It** has simple rules, so **it** is easy to learn.
3. Pronouns can refer to one word or a group of words.
   Playing a team sport is beneficial because **it** keeps young people in shape and teaches **them** about cooperation.

B. Look back at the **Reading** on page 8. What do the pronouns or adjectives refer to?

1. them (line 14) ________________
2. their (line 21) ________________
3. they (line 28) ________________
4. who (line 29) ________________
5. their (line 30) ________________
6. They (line 33) ________________
7. themselves (line 34) ________________
8. them (line 36) ________________

C. Complete the text with suitable pronouns.

Teenagers in my country are obsessed with (1) __________ computers. The majority of (2) __________ spend an average of two to three hours a day on the computer.

(3) __________ regularly surf the Internet to learn about things that interest (4) __________, and (5) __________ sometimes use (6) __________ to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) __________ is a great way to keep in touch with (8) __________ friends. There are other teenagers (9) __________ just prefer to play video games.

For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) __________ is simply entertaining.

D. Write a report about one or more of the most common habits and/or pastimes among young people in your country. Use information from your survey. Remember to use adverbs of frequency and pronouns.



12 Form, Meaning and Function 

All, Both, Neither, None

All / Both / Neither / None + of + object pronoun + verb



Both / Neither refer to two people or two things.
Neither means *not one* and goes with singular verbs and nouns.

Both of them are teachers.
Both of them teach science.

Neither of them *is* a math teacher.
Neither of them *teaches* math.

All / None refer to three or more people or things.

All of them are teachers.
All of them teach science.

None of them are math teachers.
None of them teach math.

All / Both

All / *Both* can go after the auxiliary verb (be, can, do, etc.) and before the main verb.

They are **both** teachers.
They can **all** speak English.
We **both** teach science.
We are **all** having fun.

Are they **both** science teachers?
Can they **all** speak English?
Do you **both** teach science?
Are you **all** having fun?



Lifestyle Survey	Noura	Maha	Badria
Are you a vegetarian?	no	no	no
Do you often eat junk food?	no	no	yes
Can you cook?	yes	yes	yes
Do you work out regularly?	yes	yes	no
Do you drink a lot of coffee?	no	no	no

A. Look at the survey. Write sentences about Noura and Maha. Use ***both*** or ***neither***.

Neither of them is a vegetarian.

1. ______
2. ______
3. ______
4. ______

B. Now write sentences about Noura, Maha, and Badria. Use ***all***, ***not all***, or ***none***.

1. ______
2. ______
3. ______
4. ______
5. ______

C. Create your own survey with questions about lifestyle. Answer the survey. Then ask two classmates the survey questions. Write sentences about you and your classmates with ***all***, ***none***, ***both***, and ***neither***.



1 Listen and Discuss 

Do you have a "People in the News" column in your local newspaper or magazine? What kind of information does it include?

People in the News

THE GIFT OF LIFE



Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, "It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued regularly after that because I thought it was the right thing to do. I didn't have a lot of money for charity, so it was my way of helping others." Every eight weeks, Trent makes his next appointment to give blood at the Fairview Clinic. One donation can save up to three lives.

Thank you, Trent!

ATHLETE OF THE YEAR

Congratulations to Ahmed Jamal who was awarded "Athlete of the Year" for his outstanding leadership in sports. Ahmed, 16, received the award from the school principal in a ceremony at Al Marwah High School on Monday evening.



HIS STORY

Ahmed was born with a crippling disease that made it difficult for him to walk. But that didn't stop him from playing his favorite sport – football. Ahmed explained, "I used to love watching AFC games, and my older brother, Ali, played football in high school. When I was 12, he taught me to play in the park. My family really encouraged me, so I got in touch with other kids like me and we formed a team." Ahmed and his team compete in the Special Olympics Junior League. He is team captain and this year's highest scorer. Ahmed is an example to all young athletes.

BLUE FLAG FOR SUNSET

Over one hundred employees from local hotels and restaurants gathered at Sunset Beach again on Tuesday for a clean-up operation. The employees combed the beach for plastic bottles, bags, cans, and other litter. Last year, hotel and restaurant owners in the community decided to take responsibility for keeping the beach clean. Their efforts are a big success, and Sunset Beach was awarded the Blue Flag by the Foundation for Environmental Education.



NEWBORN



David and Mary Ann Taylor are the proud parents of twins. Linda and Jenny were born at Newton Maternity Hospital on Monday, June 21st. Mother and infants are in good health. We wish the parents and the babies all the best.

Quick Check ✔

A. Vocabulary. Find words in the text that mean:

1. gave to charity
2. an arrangement to meet
3. excellent
4. supported someone to succeed
5. got together/met
6. a baby

B. Comprehension. Answer the questions.

1. Why did Trent continue to give blood?
2. How often does Trent give blood?
3. Why was it difficult for Ahmed to walk?
4. Who taught Ahmed to play football?
5. Why did the employees gather at the beach?
6. When were the twins born?

2 Pair Work



A. Ask and **answer** about the people in the stories.

- What award did Ahmed receive?
- He received "Athlete of the Year."

B. Ask and **answer** about your past.

- Where were you born?
- I was born in Madinah.



3 Grammar

Simple Past Tense

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Did you/he/she/they **live** in Riyadh?	Yes, I/he/she/they **did**.	No, I/he/she/they **didn't**.

Information Questions (?)	Answer
Where **did** you/he/she/they **live**?	I/He/She/They **lived** in Riyadh. (+)
What **did** you/he/she/they **wear**?	I/He/She/They **wore** formal clothing. (+)
Where **did** you/he/she/they **work**?	I/He/She/They **didn't work** in an office. (–)

Be + Born

I **was born** in Syria.

The twins **were born** on June 21st.

Expressions with the Passive

To be raised, *to be married*, *to be called*, *to be educated*, etc., are commonly used in stories about people's pasts. For the passive in the past, use *was/were* + past participle.

Michael **was raised** in Montreal.
The team **was called** *The Lions*.

His parents **were married** in Tabuk.
He **was educated** in private schools.

Used to

Use *used to* for past habits and states.

Affirmative (+)	Negative (–)
When I was little, I **used to** play with toys.	I **didn't use to** play video games.

Questions (?)

Did you **use to** play with dolls? — Yes, I did. / No, I didn't.
What **did** you **use to** play with? — I **used to** play with toy cars.

A. Make sentences about yourself. Use the phrases, and add some of your own. Share your sentences with a partner.

- be born
- say my first word at the age of...
- go to school at the age of...
- grow up
- start walking at the age of...
- first use a computer at the age of...





B. List some of the things you ***used to do/didn't use to do*** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do

C. Complete the paragraph with the past tense form of the verbs in parentheses.



Let me tell you how I ____________ (**1.** meet) my best friend. Yousef and I ____________ (**2.** go) to the same elementary school. Yousef ____________ (**3.** be) a new 6th grade student, and the teacher ____________ (**4.** ask) me to show him around during his first week. I ____________ (**5.** agree) to help out, and we ____________ (**6.** spend) every day together. Yousef ____________ (**7.** grow up) in Abha, and his family ____________ (**8.** move) when his father ____________ (**9.** get) a new job in Jeddah. He ____________ (**10.** not know) anyone, so I ____________ (**11.** introduce) him to my friends and classmates. After school, he ____________ (**12.** come) with me to football practice. At first, he just ____________ (**13.** watch), but then he ____________ (**14.** want) to play. He ____________ (**15.** not play) well at first, but he ____________ (**16.** try) very hard. And now Yousef is the best player on the team!

D. Work with a partner. Ask and answer about the first and last time you did the activities.



A: When was the first time you rode a bike?
B: I first rode a bike when I was four.
A: When was the last time you rode a bike?
B: I last rode a bike the day before yesterday. I rode it to school.


1


2


3


4


5


6

رابط الدرس الرقمي

www.ien.edu.sa

4 Language in Context 



▲ Makkah, 1930

Work in pairs. Look at this old photo, and guess what people did and didn't do then.

People used to walk or ride donkeys in the city.
People didn't use to drive cars and trucks in the city.

5 Listening 

Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.

_____ He began helping organizations for the disabled.
_____ He completed university and flight training in the U.S.
_____ He was on the Saudi Media Committee during the 1984 Olympics.
__1__ He was born in 1956 in Riyadh.
_____ He started working for the Ministry of Information.
_____ He became Secretary General of the Saudi Commission for Tourism and Antiquities.
_____ He flew aboard the space shuttle *Discovery*.
_____ He became involved in preserving Saudi architectural heritage.

6 Pronunciation 

Listen to the pronunciation of ***used to***. Then practice.

I **used to** play with dolls.
Mona **used to** teach English.
He **used to** live next door to me.
They **used to** work together.

7 About You 

1. Where were you born?
2. Where did you grow up?
3. Where is your family from?
4. Did you use to live in a different place? Where?
5. What games did you use to play?
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend?
8. Did you ever take part in an activity to help the community? What did you do?

8 Conversation 

Reporter: Your basketball team, The Falcons, is now leading the Junior League. So, how did the team start?

Khalid: Our coach posted a note on the bulletin board at our high school asking for players. The team was formed from the group of hopeful athletes that turned up at the gym.

Reporter: Do you still have the original team members?

Khalid: Yeah. Charlie and Dave are forwards, Carlos plays shooting guard, and I'm the point guard. But Trevor...

Reporter: What about your center forward? When did he join the team?

Khalid: Trevor came along a few months later. He used to play on another team, but he wasn't into the attitude of the players. He said they weren't serious enough, so he joined our team.

Reporter: Where did you practice, and where did you play?

Khalid: We used to practice in the school gym, but now we use the sports center. It has better facilities. We started in B Division, but now we're in A Division.

Reporter: When did your first big break come?

Your Ending

What do you think Khalid's answer was?

1. When Trevor joined our team.
2. When we won an important tournament.
3. When we beat the best team in Division B by 20 points.
4. Your idea: ____________

Real Talk

to turn up = to appear unexpectedly
What about...? = used to introduce a new topic
to be into something = to be interested in, to like
big break = important opportunity

About the Conversation

1. How and where did the team members meet?
2. Were all the players originally on the team?
3. Where did they use to practice?
4. Why did Trevor leave the other team?
5. Why did the team change gyms?

Your Turn

Role-play with a partner. Make up a "fake" interview with a famous athlete. Ask about how the person's career started. Present your interview to the class.





9 Reading 

Before Reading

1. Have you ever read about the lives of royalty? Who have you read about?
2. What do you know about King Salman bin Abdulaziz?

The King of Saudi Arabia



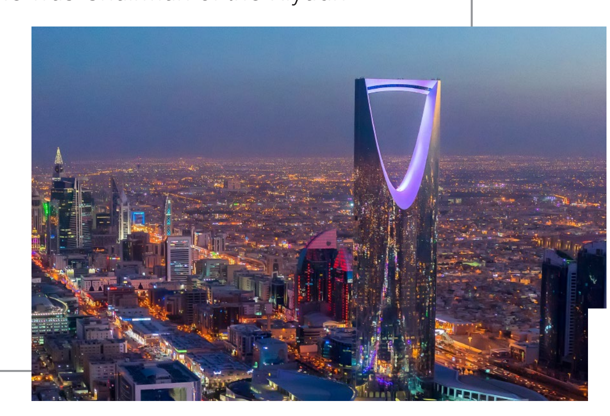
The Custodian of the Two Holy Mosques, King Salman bin Abdulaziz was born in Riyadh on December 31, 1935. He was educated at the Princes' School in Riyadh where he studied sciences, religion, and the Holy Qur'an. He was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by his predecessor, King Abdullah bin Abdulaziz, on June 18, 2012. Crown Prince Salman became the King of Saudi Arabia and the Custodian of the Two Holy Mosques on January 23, 2015.

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.



For over 50 years, in his capacity as a prince, His Royal Highness worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he received many awards: from Bahrain, Bosnia and Herzegovina, France, Morocco, Palestine, the Philippines, Senegal, the United Nations, Yemen, and the King Abdulaziz Medal-First Class. He also supported many cultural projects. He was Chairman of the Riyadh Charity for Sciences and President of the Prince's Prize for the Memorization of the Holy Qur'an.

King Salman holds many degrees and academic awards, including an honorary doctorate from the Islamic University of Madinah and the Kant Medal from the Berlin-Brandenburg Academy of Sciences and Humanities. He was also awarded an Honorary Doctorate in Literature from the University of Umm Al-Qura in Makkah.





After Reading

A. Match each word with the meaning.

1. ____ abroad	**a.** a big city
2. ____ humanitarian	**b.** taking away stress and pain
3. ____ relief	**c.** name someone for an important position
4. ____ appoint	**d.** a person who helps others
5. ____ metropolis	**e.** in other countries

B. Answer the questions about the reading.

1. Where did King Salman go to school?
2. When was he appointed as Crown Prince of the Kingdom?
3. For how many years was he the Governor of Riyadh?
4. How did he help to change Riyadh?
5. When did he become the King of Saudi Arabia?

C. Write down important events in King Salman's life. Compare your answers with a partner.

1.
2.
3.
4.
5.
6.

D. What are some of King Salman's accomplishments? Compare your answers with a partner.

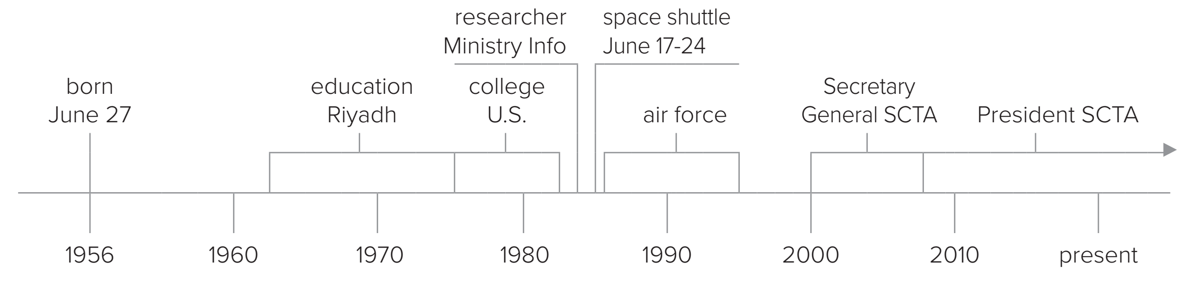
1.
2.
3.
4.
5.

Discussion

1. Do you think celebrities are good role models?
2. What do you think about celebrities who speak in favor of certain causes and issues?
3. What do you think about celebrities who are philanthropists and raise money for different causes?

10 Writing

A. Look at the timeline of events in Prince Sultan bin Salman's life. Then, complete the summary with prepositions and time words.



Prince Sultan bin Salman bin Abdulaziz Al Saud was born (1) __________ Riyadh (2) __________ June 27, 1956. He was educated (3) __________ Riyadh. (4) __________ high school, he went to study communications and aviation (5) __________ the University of Denver (6) __________ the U.S. (7) __________ he was there, he also became a pilot. He started his career (8) __________ 1982 as a researcher (9) __________ the Ministry of Information (10) __________ Saudi Arabia. (11) __________ 1985, Prince Sultan made history (12) __________ he became the first Saudi astronaut to travel (13) __________ space. He flew aboard the space shuttle *STS-51-G Discovery* (14) __________ June 17 (15) __________ June 24. (16) __________ he joined the Royal Saudi Air Force as a pilot, and retired (17) __________ 1996. (18) __________ 2000 (19) __________ 2008, he was Secretary General of the Saudi Commission for Tourism and Antiquities, and (20) __________ 2008 he has served as its President.

Writing Corner

1. Prepositions of place: *in, on, at*

in Jeddah	**in** Saudi Arabia	**in** the world
on Earth	**on** an island	**at** school

2. Prepositions of time: *on, at, in, from...to...*

on Monday	**on** June 3rd	**at** 8:00 a.m.	**at** noon
in 2001	**in** May	**in** the winter	**from** 2007 **to** 2010

3. Time words: *since, ago, then, when, before, after*
   I was raised in Abha. **Then** my family moved to Riyadh **when** I was twelve.
   I have lived here **since** I was twelve. We moved here two years **ago**.
   I learned to read **before** I went to school.

B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.

C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.

11 Project



Choose a famous person and research the events and accomplishments in his/her life. Write a biography of the person. Present the biography to the class.



12 Form, Meaning and Function

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer
Yesterday—yesterday, yesterday morning, the day before yesterday
Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.
When I was a child, I used to play with my toys all day.

Past dates and times

in 1998, in the 20th century, on May 25th 2000, on Monday, this morning, at 6 A.M.

A. Complete the sentences with the correct time phrases. Use the words in parentheses.

1. I'm in grade 9. __________ (last) I was in grade 8, and __________ (ago) I was in grade 7.
2. I was born __________ (in). I was born __________ (on) __________ (ago).
3. What time did you go to bed __________ (last)? What time did you wake up __________ (this)?
4. I went to bed __________ (at) last night, and I woke up __________ (at) this morning.
5. We finished Unit 1 of *SuperGoal 3* __________ (ago).
6. I started learning English ________________________ (when).
7. I didn't use to read and write ________________________ (when).
8. I started going to this high school __________ (in).
9. King Abdulaziz Ibn Saud founded the Kingdom of Saudi Arabia __________ (century).
10. The Kingdom of Saudi Arabia was founded __________ (in) __________ (on).

B. Put the words in order to make sentences. Start with the word in **bold**.

1. hosted / in / **Beijing** / the / Summer Olympics / 2008
2. took / before / math / a / test / **We** / day / yesterday / the
3. graduated / **Fahd** / when / was / he / 23 / university / from
4. he / to / morning / was / sick / **Ali** / so / didn't / class / this / go
5. ago / ten / **Mona** / a / started / years / as / working / teacher
6. century / didn't / **People** / cars / to / the / in / use / drive / 19th
7. parents / me / cell phone / **My** / week / bought / a / last
8. friends / new / I / when / started / high school / made / **I**

C. Work with a partner. Ask your partner questions using time expressions for the past. Then change roles.

A: What did you do last weekend?
B: I visited my grandparents last weekend.
A: What time did you wake up this morning?
B: I woke up at 6:30 this morning.

3 When Are You Traveling?



1 Listen and Discuss

What problems do air travelers have nowadays? Discuss with a partner.

BLUE SKY Airlines

Globe Airlines flight 621 to Abu Dhabi is now boarding. Passengers, please proceed to gate C10.

May I see your ticket and passport, please?

Sure.

How many bags are you checking?

One suitcase. And I have one carry-on.

What are you going to do in Hawaii?

I'm going there to surf.

What are you doing tonight?

Maybe I'll go to bed early. I'm flying to Japan tomorrow morning.

Good-bye. We'll miss you.

Don't worry. I'll be all right.

DEPARTURES			
Flight	To	Time	Gate
XY 242	Abha	7:00	D20
SV 1527	Tabuk	7:10	A9
XY 202	Jeddah	9:10	C11
SV 1168	Dammam	9:30	B19
SV 1435	Madinah	9:30	D22
SV 1027	Jeddah	10:00	A17
SV 1138	Dammam	10:00	C10
SV 1901	Taif	10:35	B16

What time is our flight leaving?

It's delayed. It's leaving at ten.

Take off your shoes and belt. Remove everything from your pockets.

That won't be necessary.

Do I have to take off my glasses?

GATE D2

⚠ Advice to Travelers ⚠

- Keep your belongings with you at all times to ensure their safety.
- Put a name tag on your suitcase to identify it.
- Do not agree to pack any items from strangers.
- Do not carry containers with liquids. Place liquids in your checked baggage.
- Always arrive at the airport at least two hours before departure to have extra time in case of long lines.
- Check that you have your photo identification (passport is required for international travel), ticket, and boarding pass with you to avoid difficulties.
- Check with your travel agent about visas and vaccinations for the countries you are visiting.
- Carry a major credit card.

Quick Check ☑

A. Vocabulary. Underline items that airplane passengers need.

B. Comprehension. Answer the questions.

1. How many bags is the man checking?
2. Does the man need to take off his glasses?
3. Why is the pilot going to bed early?
4. Why is the young man going to Hawaii?
5. Where should you put liquids when you travel?
6. What do you need to have with you before you leave for the airport?

2 Pair Work



A. **Ask** and **answer** about the pictures.

- What time is the couple's flight leaving?
- It's leaving at ten.

- Who will the parents miss?
- They'll miss their son.

B. **Ask** and **answer** about a trip. Use real or made-up information.

- When are you going to leave on your trip?
- I'm leaving for Paris tomorrow.

- Where will you stay?
- I'll stay with friends.



3 Grammar

Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.
What **are** you **doing** now?

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Note: Time expressions such as the following indicate the future: *tonight, tomorrow, next week.*

Future with *Going to* and *Will*

Use (*be* +) *going to* to talk about plans. Use *will* + *maybe*/*probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe **I'll** stay with friends.
I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to KSA **to visit** relatives.

He got up early **to catch** the plane.

A. Ask and answer about flights, times, arrivals, and destinations.

A: What time is Flight 720 arriving?
B: It's arriving at 9:45.
A: Where is it coming from?
B: It's coming from Dubai.

A: What time is Flight 239 leaving?
B: It's leaving at ten o'clock.
A: What gate is it going to depart from?
B: It's going to depart from Gate D22.

Arrivals

Flight	From	Arriving	Gate
SV 345	DAMMAM	8:00AM	D 20
EK 720	DUBAI	9:45AM	C 11
LH 87	FRANKFURT	10:20AM	B 19
IB 605	MADRID	11:00AM	A 17
SV 94	RIYADH	11:40AM	C 8
AZ 348	CAIRO	1:00PM	D 7

Departures

Flight	To	Departing	Gate
JAL 33	TOKYO	8:15AM	A 90
SV 633	AMMAN	9:10AM	B 7
BA 239	LONDON	10:00AM	D 22
TP 987	LISBON	11:30AM	C 15
SV 621	JEDDAH	12:20PM	C 10
AF 573	PARIS	1:25PM	B 16



B. Work with a partner. Ask and answer questions.

A: Why is Matt going to Colorado?
B: He's going there to ski.



Matt / go / to Colorado



1. Sam / go / Paris



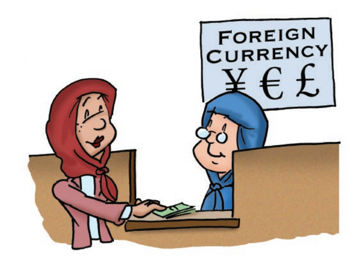
2. Ali and Maha / go / airport



3. Badr / go / travel agency



4. Ted and his son / go / mall



5. Sabah / go / bank



6. Rudy / go / consulate

C. Now do role plays for the items in exercise **B.** Ask your partner what he/she is going to do in a particular place.

A: What are you going to do in Colorado?
B: I'm going to ski. / I'll probably go skiing.

D. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?
A: I'm not doing anything.

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	



4 Language in Context

Yahya lives in Dammam. He's going to London on vacation next month.

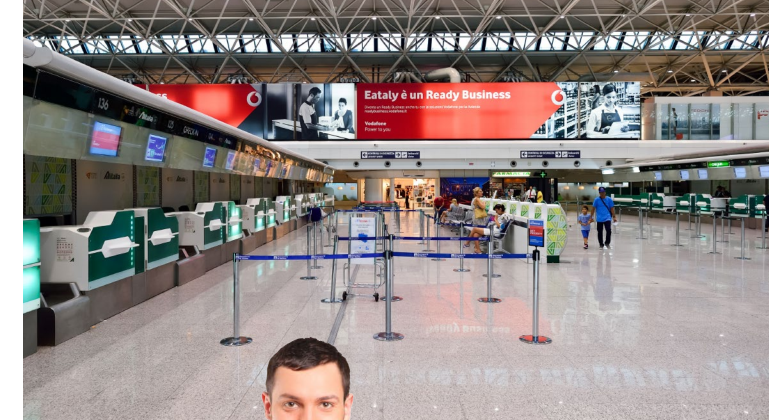
1. List eight items he's going to need. Compare with a partner.

He is going to need a passport.
He's going to have to get a U.K. visa.

2. What do you think he's going to do in London? Discuss in small groups.

He's going to take lots of photos.

5 Listening 



Listen to the conversation. Answer ***true*** or ***false***.

1. _____ Dan and Larry last saw one another two years ago.
2. _____ Dan is working in the clothing industry.
3. _____ They are both traveling to Milan.
4. _____ Larry is going to Florence to study architecture.
5. _____ Dan is going to Milan to find new clothing designs.

6 Pronunciation 

Listen to the pronunciation of ***-ing***. Then practice.

The plane is arrivi**ng** at two.
Where are you goi**ng** on vacation?
When are you leavi**ng**?
He's comi**ng** tomorrow.

7 About You 



1. Have you ever traveled by plane?
2. Are you afraid of flying?
3. What do you like/dislike about plane trips?
4. What do you like/dislike about airports?
5. What do you think are the good and bad things about traveling?
6. Have you ever had a bad travel experience? Tell about it.



8 Conversation 



Michael: Are you going to Saudi Arabia on business or vacation?

Mr. Parker: I'm going on business. My company has a branch in Riyadh. I'm attending a conference tomorrow morning, and then I'll probably fly back home to London next week. How about you?

Michael: I'm going to Saudi Arabia to study Arabic at King Khalid University. I'm an exchange student.

Mr. Parker: How long are you staying?

Michael: For a year, in Abha. Have you been there?

Mr. Parker: Yes, I have. It's very nice. Wonderful climate, but kind of slow for me, compared to Riyadh.

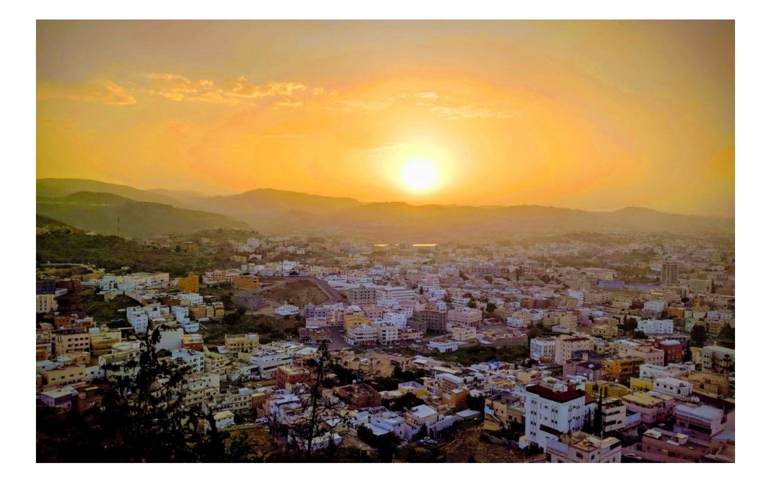
Michael: How's your Arabic?

Mr. Parker: Pretty good. I lived in Dubai for a while.

Michael: Well, I still make a lot of mistakes in Arabic, but my Arab friends say I have a good accent.

Mr. Parker: I'm sure you'll pick up the language quickly.





Real Talk

kind of = in some ways/slightly
pretty = very/quite
pick up = learn

About the Conversation

Answer about Michael. Then complete the same information about Mr. Parker.

1. Why is he going to Saudi Arabia? __________ __________
2. How long is he staying? __________ __________
3. What's his Arabic like? __________ __________
4. In which city is he going to stay? __________ __________

Your Turn

Imagine you are traveling and you meet someone on the plane.
Role-play the conversation with a partner. Use the following cues.

1. Where / stay? **2.** Why / go / name of place? **3.** How long / stay?



9 Reading 

Before Reading

1. What do you know about student exchange or language study programs abroad?
2. Would you like to go on one? Why or why not?

Study Arabic in Saudi Arabia

Saudi Arabia is the perfect destination if you want to learn the Arabic language and Islamic culture. Saudi Arabia is unique, with lots of traditions, historic places, and contrasts in scenery.

Why learn Arabic in Saudi Arabia?

Because there is so much to see and visit, you can be sure you'll never run out of things to do before and after your Arabic classes.



Why learn Arabic?

Arabic is the language of the Holy Qur'an. It is spoken by more than 400 million people around the world, mainly in the Middle East and North Africa. Like English, there are many different dialects in Arabic, but the majority of speakers in Saudi Arabia, the U.A.E., Oman, Kuwait, Yemen, Bahrain, and Egypt all understand each other. Arabic is commonly spoken in many other places, even where it is not the first language; for example, in the United States and increasingly in European countries.



Why register at the Arabic Language School?

Learning the language
At our school, you will study the language and the culture of Islam! You will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic. Soon you will be comfortable speaking and using words and expressions the local people use.

Accommodations
You will live with a family. You will share their delicious food, their experiences, and learn all about everyday life in Saudi Arabia. The family members and local people will be pleased to help you with the language and help you experience the culture.



Why Abha?

Abha is the capital of Asir province. It is located in the Asir Mountains, 2,200 meters (7,218 feet) above sea level.



Its mild climate makes it a popular tourist destination, with average temperatures between 12° C (54° F) and 24° C (75° F). With a population of over 250,000, Abha is neither big nor small. The town is known for its traditional stone and mud-brick houses, but it also has modern hospitals and universities.

Abha has a rich heritage and a buzzing marketplace with regional foods and crafts. It attracts a great number of visitors, especially in summer, who come to relax and to take part in the lively atmosphere at the local summer festivals. Some even enjoy paragliding!

After Reading

A. Circle the correct meaning of the words as used in the brochure.

1. unique (1st paragraph)
- **a.** strange
- **b.** special
- **c.** to be chosen

2. to run out (2nd paragraph)
- **a.** to go out the door
- **b.** to come to an end, be left without
- **c.** to use up everything

3. dialects (3rd paragraph)
- **a.** local varieties of language
- **b.** spelling differences
- **c.** different accents

4. recite (4th paragraph)
- **a.** tell a story
- **b.** answer a question
- **c.** repeat from memory

5. rich (last paragraph)
- **a.** wealthy
- **b.** have a lot of sugar
- **c.** have a lot of good things

6. heritage (last paragraph)
- **a.** traditions
- **b.** money from relatives
- **c.** a preserved building

7. buzzing (last paragraph)
- **a.** chaotic
- **b.** busy and lively
- **c.** very hot

8. atmosphere (last paragraph)
- **a.** the way a place or situation makes you feel
- **b.** traffic
- **c.** gases surrounding Earth

B. Answer the questions.

1. What are the advantages of learning Arabic?
2. How will students learn Arabic at the Arabic Language School?
3. Where will students live during their stay in Abha?
4. What's the weather like in Abha?
5. Why is the town so popular with visitors?

Discussion

1. Have you ever been on an exchange program or studied in another country? Tell about it.
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study a foreign language?
4. Discuss the importance of English as a world language. What do you know about where it is used?
5. Approximately 580 million people speak Spanish around the world. Do you think that Spanish will be an international language in the future? Say why or why not.

10 Project



Work in groups. Plan a study program for foreign students in your country. Include information about the classes, the accommodations, the location, and entertainment.





11 Writing

A. Read the email. Do you think Adnan is having a good time in Toronto?

Dear Mom and Dad,

It was so nice to hear from you. I think of you all the time, too. You don't need to worry about me because I'm doing fine.

It was a little difficult for me to adjust at first because everything here is so different. The weather in Toronto is quite cold. It's about 14°C right now, but they say it can get really cold in the winter. The food is strange, too. The meals at the cafeteria are pretty good, but nothing like Mom's cooking. This afternoon, we had vegetarian pizza and salad.

The university has quite a large campus. I got lost on the first day, but I managed to ask for directions and made it to class on time. As for my classes, they are really interesting and the teachers are extremely helpful. I have four hours of English every day, so I'm learning quite fast. I still can't speak very well, but my teachers and classmates usually understand me. By the way, my classmates are very friendly, and I've made some new friends. We study together and hang out in the evenings.

Next week, our class is going to visit Niagara Falls. They've arranged for a tour guide to show us around. I'm sure it's going to be fantastic. I'll send you some photos.

I'm going to the library to study now. So, let's talk on Skype this Saturday. I miss you!

Love,

Adnan

Writing Corner

1. Intensifiers such as *very, quite, really, pretty, so,* and *extremely* make adjectives and other adverbs stronger. These adverbs are placed before the adjective or adverb.
   The people are **really** friendly.
   I'm learning **quite** fast.
   I feel **pretty** lonely sometimes.
   My teachers are **extremely** helpful.
   The weather is **so** cold.
   I can't speak **very** well yet.
2. When there is a singular noun, *quite* is placed before the article.
   It has *a* **very** large campus.
   It has **quite** *a* large campus.

B. Look at the writing task in **C** below. Before you write, make a chart and write notes for each paragraph. The chart below is an example of Adnan's email.

1	greetings	think of you, don't worry
2	differences	difficult to adjust: weather, food
3	campus/classes	large campus (got lost), interesting classes, helpful teachers, learn fast, friendly classmates (new friends)
4	plans	visit Niagara Falls: tour guide, photos
5	closing	library, Skype Saturday, miss you

C. Imagine you are a student studying in a foreign country. Write an email to a friend telling him/her about your experience. Describe your impressions, how you feel, and what you plan to do while you are there.



12 Form, Meaning and Function



Time clauses

Time clauses are introduced by conjunctions such as: *after*, *as soon as*, *before*, *until*, *when*, *while*. We do not use future forms in a time clause; we use the present.

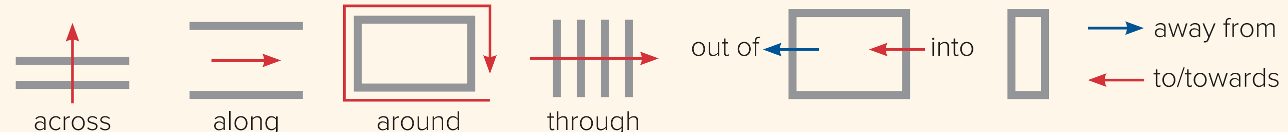
They'll probably go skiing **when** they *are* on vacation. (future)
They went skiing **when** they were on vacation. (past)
I'll go shopping **while** you *cook* dinner. (future)
He went shopping **while** his wife cooked dinner. (past)



We place a comma after the time clause when it begins the sentence.

As soon as we arrive, we're going straight to the hotel.

Prepositions of Movement



A. Match each phrase with the correct time clause.

1. ____ Take your ticket and passport with you
2. ____ He's going to play football with his friends
3. ____ I won't spend a lot of money
4. ____ They'll probably visit a museum
5. ____ We're going to miss you
6. ____ You must go through the security check
7. ____ Passengers should wait by the gate
8. ____ They're meeting their son at the airport
9. ____ You should arrive at the airport
10. ____ He won't go out with his friends

a. two hours before departure.
b. when they're in London.
c. until they call for boarding.
d. until he finishes his homework.
e. as soon as he arrives.
f. before you leave for the airport.
g. when I go to the shopping mall.
h. before you board the airplane.
i. while you're away at college.
j. after he does his homework.

B. Complete the paragraph with the correct prepositions.

Imad and Jasem are visiting London for two days. When they arrive at Heathrow Airport, they're going to take the London Underground train (**1**) _______________ the center of town. The train travels above ground as it moves (**2**) ________________ the airport, but when it gets near the city, it travels (**3**) ________________ underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (**4**) _________ the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (**5**) ________________ the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (**6**) ________________ the Thames River. On their last day, they want to walk (**7**) ________________ Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (**8**) ________________ the hotel and take the Underground back (**9**) ________________ the airport.

4 What Do I Need to Buy?



1 Listen and Discuss 

1. How often do you go to the supermarket? What do you usually buy?
2. Who buys the food and supplies in your family?

BEST PRICE SUPERMARKET *Special Offers!*

MEAT
beef
lamb
chicken
sausage

SEAFOOD
salmon
shrimp
crab
squid

FRUIT
mango
pineapple
strawberries
papaya
avocado

VEGETABLES
carrots
onions
peppers
potatoes
beans

DAIRY PRODUCTS
butter
cheese
milk
yogurt

BREAD AND GRAINS
cereal
bread
rice

OILS AND CONDIMENTS
corn oil
olive oil
salt
pepper

DRINKS
tea
coffee

OTHER
flour
sugar

grapes 7.45 SAR a kilogram

milk 7.50 SAR a carton

watermelons 18.65 SAR each

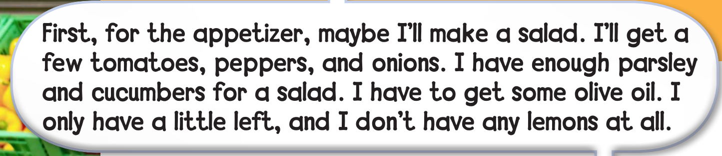
This Week Only:

Buy one and get the second for half price!

eggs 8.40 SAR a dozen

mushrooms 13.45 SAR a box





Then for the main dish, I'm going to make chicken and rice. I'll need a whole chicken and some garlic. I think I have the other ingredients.

I have nothing for dessert. Maybe I'll bake some date cakes. I'll need some dates for that.

Now, I think that's everything.





Quick Check ☑

A. Vocabulary. Use the groups on page 32 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.

B. Comprehension. Complete the chart. What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

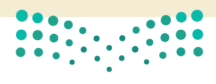
2 Pair Work 

A. Ask and **answer** about your last trip to the supermarket.

- Did you get any coffee?
- I got a little.
- How about lemons?
- I got a few.
- How much chocolate did you buy?
- I bought two bars.
- And how many eggs?
- I got a dozen.

B. Ask and **answer** about prices.

- How much are oranges in your country?
- They're 2 euros a kilo.





3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count	Noncount
I eat **a few** carrots.	I eat **a little** seafood.
I eat **many** vegetables.	I don't eat **much** bread.
How many bananas do you eat?	**How much** milk do you drink?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread. I don't eat **enough** fruit.

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.
I have **nothing** for lunch.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.
After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

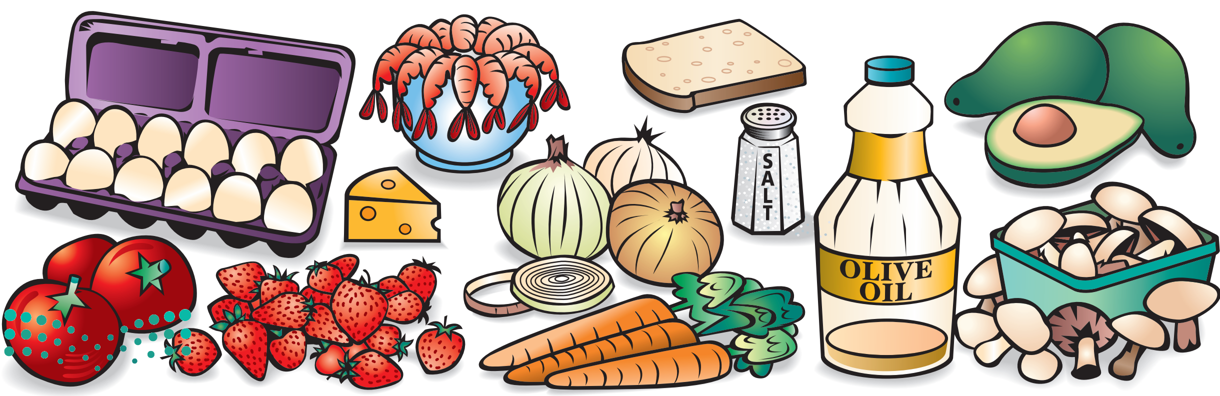
A. Complete the sentences with ***something***, ***anything***, and ***nothing***.

1. You're a good cook. You always have ____________ delicious for dinner.
2. The refrigerator is empty. There is ____________ to eat in here.
3. I haven't made ____________ special for supper. Make yourself a sandwich.
4. There's ____________ better than a nice cup of coffee after a meal.
5. Aren't you having ____________ for breakfast? You should eat ____________ in the morning. It isn't good to go out on an empty stomach.

B. Work with a partner. Ask and answer questions with ***How many*** and ***How much***.

A: How many onions are there?
B: There are a few.

A: How much cheese is there?
B: There is a little.



C. Complete the conversation with ***any***, ***a little***, ***a few***, ***dozen***, ***package***, ***enough***, ***many***, and ***much***. Then practice with a partner.

Noura: Do you need help?
Mona: Yes. I'm going to make a cake. Please check the refrigerator.
Are there (1) ____ eggs?
Noura: Yes, there are.
Mona: How (2) ______?
Noura: There are only (3) _____ left.
Mona: How (4) _____ butter is there?
Noura: There's only (5) _____ left. There isn't (6) _____ for a cake.
Mona: Can you please go to the store and get a (7) _____ of butter, and a (8) _____ eggs?



D. Complete the recipe. Use ***after***, ***before*** (twice), ***first***, ***finally***, and ***then*** (twice).



HOW TO MAKE A PIZZA

(1) _________ you start, check that you have all the ingredients. (2) _________, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _________ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) _________ you have made the dough, let it stand for about 30 minutes. (5) _________ you spread the dough, make sure it has risen enough. (6) ________ spread it evenly on the pan using your fingers. (7) _________, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people

4 Language in Context

Give advice about cooking. Role-play with two other students.

A: How should I cook the chicken?
B: Why don't you roast it in the oven?
C: I usually fry it.
A: I think I prefer to grill it.

chicken / roast ▸

▴ **eggs / fry**

▾ **artichokes / steam**





▴ **vegetables / boil**





▴ **burgers / grill**



▴ **cake / bake**

5 Listening

Listen to the conversation between Asma and Mrs. Hassan. Write down the things that Asma has in her shopping cart in the supermarket.

In Asma's Shopping Cart

6 Pronunciation 

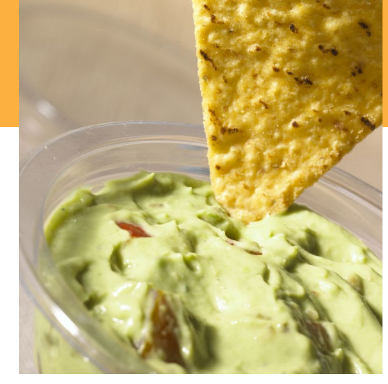
Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
shrimp fi**sh** **s**ugar	**ch**eese **ch**ocolate **ch**ips	**j**am **j**uice oran**ge**

7 About You 

1. Do you like to go to the supermarket? Why, or why not?
2. When did you last go to the supermarket, and what did you buy?
3. What are food prices like in your country?
4. Can you cook? What's your favorite recipe?
5. Have you ever baked a cake? Tell about your experience.
6. Have you ever eaten an unusual dish? Tell about it.

8 Conversation 









Father: Mmm! Smells good.
Mother: Well, I have a real international menu today. I hope you guys like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.
Father: Sounds great. I can't wait.
Daughter: Do you need any help?
Mother: No, thanks. Everything's under control. Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!
Daughter: How do you make it?
Mother: It's easy. You just follow the recipe.
Father: This chicken is absolutely delicious, too!
Mother: Would you like some more?
Father: No, thank you. I've had more than enough.
Daughter: You should start your own restaurant. You're an excellent cook.
Father: Yeah. I totally agree, but let's keep Mom's cooking for us.
Daughter: I have to learn how to cook.
Mother: I can teach you. It's lots of fun, and it's relaxing.
Father: And it's much cheaper and healthier than eating out.



guacamole: an avocado dip—see page 39 for a recipe
chicken tagine: a spicy chicken stew, often with olives and apricots
couscous: grains of wheat dough that resemble rice

Real Talk

you guys = an informal way to address two or more people
I can't wait. = I am very eager for something.
Everything's under control. = Everything is organized.
I've had more than enough. = I can't eat any more.

About the Conversation

1. What kind of meal did the mother prepare?
2. Does she need any help in the kitchen?
3. What suggestion does the daughter make over dinner?
4. What does the mother suggest to her daughter?
5. What does the father say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

*FYI: For Your Information



9 Reading 

Before Reading

What do you know about the foods on these pages?

Foods from the Americas

Read about the foods from the Americas. Then try out the recipes.

Tomatoes

Tomatoes are native to Mexico and Central America, and the Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly through Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt is among the world's top tomato producers.

Avocado

The Aztecs also cultivated the avocado (they called it ahuactl). The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time, and it was good for sea voyages.

Chocolate

Chocolate (chocolatl in the Aztec language) was the treasured drink of the Aztecs. When the Spaniard Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate as part of a royal welcome. It is said that the Aztec Emperor, Moctezuma, used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henri Nestlé, in Switzerland, created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for kings.



Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
- 3 cups chopped tomatoes
- 5 tablespoons olive oil
- salt and pepper to taste
- fresh basil to taste
- 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.



Brownies

INGREDIENTS:

- 3/4 cup margarine
- 1 1/2 cups sugar
- 1 1/2 teaspoons vanilla
- 3 eggs
- 3/4 cup flour
- 1/2 cup dark cocoa (powdered chocolate)
- 1/2 teaspoon baking powder
- 1/2 teaspoon salt

DIRECTIONS:

Mix the margarine, sugar, and vanilla in a bowl. Add the eggs, and mix well. After that, add the flour, cocoa, baking powder, and salt. Put the mixture into a baking pan, and bake it in a hot oven at 180° C (350° F) for 40 45 minutes.



Guacamole

INGREDIENTS:

- 2 ripe avocados
- 2 tablespoons lemon juice
- 1 small onion, chopped
- 1/2 teaspoon salt
- hot sauce (Tabasco or chili) to taste

DIRECTIONS:

Before you cut the avocados, make sure that they are ripe. Mash them in a bowl with the lemon juice. After that, add the chopped onion and the salt. Finally, add the hot sauce to taste, and mix the ingredients well. Serve the guacamole with tortilla chips.



After Reading

A. Answer ***true*** or ***false***.

1. ______ The Spanish introduced tomatoes to Europe.
2. ______ Tomatoes are not grown in the Middle East.
3. ______ Early sailors used avocados because they tasted like butter.
4. ______ Moctezuma sent the king of Spain a gold cup to drink chocolate from.
5. ______ The first chocolate bars date from the twentieth century.
6. ______ The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Project



Work in a group. Plan a meal with foods from different countries or your own country.

- Write the recipes and illustrate them.
- Present your meal to the class.

رابط الدرس الرقمي
www.ien.edu.sa

11 Writing

A. What ingredients do you need to prepare your favorite dish? Write a note to a family member who is going to the supermarket. Ask him/her to buy the things you will need.

Dad,

I'm going to make turkey schnitzel for dinner. Can you please pick up the following things when you go to the supermarket?
—some grated Parmesan cheese
—a package of bread crumbs
—4 slices of turkey meat for schnitzel
I think we have everything else. Wait... buy a few eggs and potatoes since there aren't many left.
Thanks a lot. See you tonight.

Maha

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
   To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
   Fry the onion in oil **until** it is golden brown.
   When the water boils, put the spaghetti in the pot.

B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Turkey Schnitzel

Ingredients

2 tablespoons milk
½ cup flour
2 eggs, beaten
¼ cup Parmesan cheese, grated
1 cup bread crumbs
salt and pepper
4 thin slices of turkey
4 tablespoons olive oil

Directions

_____ Next, dip the turkey slices into the eggs.
_____ Fry the turkey at medium heat on both sides until it is golden brown.
_____ First, dip turkey slices into the milk, and then coat them with flour.
_____ To start, mix the bread crumbs with the Parmesan cheese, salt, and pepper.
_____ Finally, coat the slices with the seasoned bread crumbs.
_____ After that, heat the oil in a large frying pan.
_____ Place the milk, flour, eggs, and seasoned bread crumbs in 4 separate shallow bowls.
_____ When the slices are coated, place them on a plate and let them sit for 5-10 minutes.

Suggestion: Serve the turkey schnitzel with salad and fries or mashed potatoes.

C. Write the ingredients and the directions for your favorite recipe. In the directions, remember to use the imperative and sequence words.

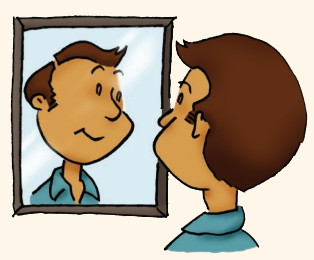


12 Form, Meaning and Function 

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

I	→	myself	we	→	ourselves
you	→	yourself	you	→	yourselves
he	→	himself			
she	→	herself	they	→	themselves
it	→	itself			



He likes to look at **himself** in the mirror.

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I made the cake **myself**.

Because versus *So*

The subordinate conjunction *because* introduces a reason—it tells why.
The conjunction *so* introduces a consequence or a result.

You should eat a good breakfast **because** it gives you energy.
We didn't have anything to eat at home, **so** we went out for dinner.

A. Complete the sentences with the correct reflexive pronouns.

1. Nawal cut ________________ while she was peeling potatoes.
2. The instructions on the box say: "Do it ________________."
3. Welcome everyone! Please help ________________ to coffee and snacks.
4. My father was hungry, so he made ________________ a sandwich.
5. When you set the timer, the oven will turn ________________ off.
6. Our refrigerator broke down, so we bought ________________ a new one.
7. The children are old enough to look after ________________.
8. I burned ________________ when I took the cake out of the oven.

B. Complete the sentences with ***so*** or ***because***.

1. The service was excellent, ________________ they left the waiter a big tip.
2. She bought four frozen pizzas ________________ they were on sale.
3. Avocados are good for you ________________ they're rich in vitamins.
4. Ali didn't feel well, ________________ his mother made him some chicken soup.
5. I can't make cookies ________________ I don't have all the ingredients.
6. She didn't remember the recipe, ________________ she called her mother.

C. Join the sentences with ***so*** and ***because***. Use the pronoun *it* where necessary.

We need to go grocery shopping. The fridge is empty.

We need to go grocery shopping because the fridge is empty.

1. The bread was stale. We threw the bread away.
2. I can't cut the steak with this knife. The knife isn't sharp enough.
3. Maha is on a diet. She avoids eating foods with lots of calories.
4. I really enjoy cooking. Cooking is fun and relaxing.
5. She watches cooking shows on TV. She can learn new recipes.



1 Language Review



A. Complete the following information about yourself. Write complete sentences. Then compare with a partner.

Childhood Memories

1. Place and date of birth ______________________
2. Earliest memories ______________________
3. Favorite toy ______________________
4. Favorite teacher in elementary school ______________________
5. Best friend in elementary school ______________________
6. Favorite pastime as a child ______________________
7. Things you used to do ______________________
8. Things you didn't use to do ______________________

B. Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing next Thursday. ______________________
2. No, I'm going to do my homework tonight. ______________________
3. He'll probably go to college after high school. ______________________
4. Their friends are arriving from Syria tomorrow. ______________________
5. She's going to meet her sister at the mall. ______________________

C. Complete the sentences with the correct verb or verb form.

Siberian Tigers

What (**1**) _______ probably become of the Siberian tiger, an endangered species, in the future? There (**2**) _______ now only about 400 to 500 Siberian tigers in the wild. (**3**) _______ authorities be able to protect them? Siberian tigers (**4**) _______ in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiland region of Russia. Some tigers (**5**) _______ born and raised in zoos. An adult male normally (**6**) _______ 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (**7**) _______ very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (**8**) _______ up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (**9**) _______ some of their catch in trees, so other predators can't see it or find it. If they can't eat it all in one meal, they take a nap and finish it off later.

D. Complete the sentences with expressions of quantity. Sometimes more than one answer is possible.

1. We only have _________ olive oil left. Don't forget to buy _________ oil.
2. Tony doesn't eat _________ seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only _________ french fries.
4. Many children don't eat _________ fruit because they don't like it.
5. _________ milk do you drink in a day?
6. _________ eggs do you eat in a week?
7. I never put _________ onions in the salad. They have too strong of a taste.
8. Have _________ hot tea. It'll make you feel better.

E. Read the text. Then use the prompts to ask and answer questions with a partner.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / pandas / live?
2. How many / pandas / in the wild?
3. How / organizations / work to protect pandas?
4. How much / eat?
5. How long / eat / a day?

Discussion

1. Are there any endangered or vulnerable species in your country?
2. What are the authorities doing about conservation of wildlife in your country?
3. What can we do to preserve wildlife for future generations?

2 Writing



Imagine you belong to an organization that helps to protect endangered or vulnerable animals. Unfortunately, you only have funds to help one species. Decide which animal you would like to help protect and write a report about it.



3 Reading 

Before Reading

1. Look at the photos. What do you think the text is about?
2. What do you know about the different ways of conserving water and providing freshwater?



WATER FOR LIFE

Imagine going to get a drink of water and discovering that the faucet is dry; or jumping into the shower to cool off on a steamy hot day and discovering that there's no water... Most of us simply take water for granted. We think there's plenty of it—in oceans, lakes, rivers, and streams. But this is not the case. The water we are using now is the very same water that the dinosaurs used millions of years ago. It is simply recycled over and over again. There will never be any more water on Earth than there is now.

Most of the water on our planet (97%) is salt water stored in oceans. The remaining 3 percent is freshwater—and most of that is locked up in ice caps and glaciers. In fact, less than 1 percent of the planet's water is usable freshwater. It's alarming that at the projected rate of population growth, humanity will use up more than 70 percent of all accessible freshwater by 2025.

Water is essential to people in more ways than we might think. We need water for cooking, bathing, transportation, and recreation. We eat aquatic plants and fish. We use water to irrigate our crops, to produce hydroelectric power, and to manufacture products. Water is indispensable for human health and well-being. People can live for two months without food, but will die in less than a week without water.

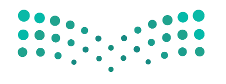
One of the greatest challenges facing the world in the twenty-first century is to preserve our natural reserves and to provide safe drinking water to the 20 percent or more of Earth's population that currently lacks easy access to it. The United Nations General Assembly proclaimed the years from 2005 to 2015 as the International Decade for Action "Water for Life."

One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated cultivation system. In Lima, Peru, ponds full of algae and other small organisms clean up the wastewater. After 20 days, it is safe for reuse. Currently many factories, hotel chains, and apartment buildings around the world are installing water recycling systems.



Stensund Wastewater Aquaculture

We all need to be part of the solution, too. We need to learn how to use our water wisely. So the next time you have a drink or take a shower, think of how fortunate you are, and save water for life.



After Reading

A. Choose the correct answer.



1. Why do many people take water for granted?
   a. It's cheap. **b.** It cools you down. **c.** It's easily available.
2. How much of the water on our planet is freshwater?
   a. a great part **b.** a small amount **c.** a lot
3. How long can human beings live without water?
   a. less than one week **b.** two weeks **c.** one month
4. What is one of the world's greatest challenges in the 21st century?
   a. to recycle seawater **b.** to find water **c.** to provide freshwater
5. What do people use to clean up wastewater in Peru?
   a. algae **b.** fish **c.** sun



B. Answer ***true*** or ***false***.

1. _____ There is more freshwater today on Earth than at the time of the dinosaurs.
2. _____ By 2025, we'll use up 1 percent of all existing freshwater.
3. _____ At least one-fifth of the world's population does not have easy access to safe drinking water.
4. _____ The main goal of "Water for Life" is to recycle wastewater.
5. _____ At Stensund Folk College, Sweden, fish live in recycled water.

Discussion

1. Water is essential for life. Discuss the different ways that humans depend on water every day.
2. What will happen to a community if its water becomes contaminated?
3. What do you know about the different ways of conserving and providing freshwater?

4 Project 

Work in a group. Research ways to save water in our everyday lives. Then prepare a campaign to persuade people to save water.

1. Find a title for your campaign.
2. List everyday suggestions to save water.
3. Present to the class.



5 Chant Along



What Have They Done to You?





Parrot, parrot, what have they done to you?
Parrot, parrot, what have they done to you?
They put you in a cage and made you talk.
They cut your wings and made you walk.
Look what they've done to you.
Just look what they've done to you!

River, river, what have they done to you?
River, river, what have they done to you?
Your crystal waters no longer flow.
The fish and the lilies no longer grow.
Look what they've done to you.
Just look what they've done to you!

Forest, forest, what have they done to you?
Forest, forest, what have they done to you?
They cut your trunks and cut your branches.
They said they needed you for ranches.
Look what they've done to you.
Just look what they've done to you!

But we can save the birds and bees,
Mountains, rivers, flowers, and trees.
It's a problem that we all must face.
If we all just do our share.
Save the water, clean the air.
We can make the world a better place.
We can make the world a better place.
We can make the world a better place.





Vocabulary

Find words in the song that mean:

1. a kind of farm ____________________
2. move, like water in a river ____________________
3. a kind of flower ____________________
4. a kind of insect ____________________

Comprehension

A. Answer the questions about the song.

1. What happened to the parrot?
2. Is the water in the river clean?
3. Do fish live in the water now?
4. Why did they cut the trees down?
5. Who are "they" in the song?

B. What do you understand by the following? Write your answers.

1. "It's a problem that we all must face" means ______________________________
____.
2. "If we all just do our share" means ______________________________
____.

Discussion

Discuss ways that people can improve the situations mentioned in the song.

1. How can people clean up pollution?
2. How can people prevent forests from being cut down?

6 Project 

Many environmental organizations are concerned about wildlife and ecology. Research some environmental organizations in your country on the Internet and discuss your findings with the class.



▲ Coral Reef in the Red Sea, Saudi Arabia



1 Listen and Discuss



1. How long do you think these inventions have been around?
2. How have these things changed people's lives?
3. Which of them can't you live without?

INVENTIONS

Many inventions aren't as old as you think. The following inventions are part of people's everyday lives, but some haven't been around for all that long. Read about their history. Does any of the information surprise you?



COMPUTERS

Computers have changed the lives of so many people. The IBM 701 computer produced in 1953 was huge, slow, and took up an entire room. It was the first computer that was successfully sold to businesses. Smaller PCs came into widespread use in the 1980s. Over the last few years, laptop computers have become smaller, faster, and lighter, and they contain a greater number of features.

PRINTERS

Mass printing has been around since Johannes Gutenberg invented movable type and the printing press in 1440 in Germany. Nowadays, small, portable, high-tech printers can be found in offices and homes everywhere.



TELEVISIONS

Television has been around for a long time. The television set has become a common household device. It first became commercially available in the late 1930s, and black-and-white TVs became widespread in homes in the 1960s. Nowadays, we have digital color TVs and even mirrors that are also TV screens.



CAMERAS

Digital photography hasn't been around for that many years. In 1975, Steven Sasson, an engineer at Eastman Kodak, captured a black-and-white image on a digital cassette tape at a resolution of .01 megapixels. Before that, cameras used rolls of film to produce a photograph. George Eastman introduced rolls of film to the public in 1888 for use in his box camera.







STOVES AND OVENS

The first successful gas stove appeared in 1826, and the first electric stove in 1891. The microwave oven was invented by accident in 1946, when engineer Percy Spencer realized that microwaves could heat and cook foods faster than conventional ovens. The first microwave oven for use in homes was produced in 1967.

CELL PHONES

Portable cellular phones first appeared in the 1970s. The early model was called "the brick." It weighed 2 pounds (907 grams), offered just a half hour of talk time for every recharge, and sold for $3,995. Even though it was clumsy and expensive, consumers lined up by the hundreds to buy the first cellular phones as soon as they hit the market. Since then, phones have gotten smaller and much lighter, and they have become a necessary part of everyday life.

Quick Check



A. **Vocabulary.** Find six words in the article that relate to technology.

high-tech

B. **Comprehension.** Answer about the inventions.

1. How long has IBM produced commercially successful computers?
2. Has printing been around for a long time?
3. How long have TV sets been common in homes?
4. How long ago did the first microwave ovens appear in homes?
5. How long have cameras been on the market?
6. For how many years have people had cell phones?

2 Pair Work



Ask and **answer** about the inventions.

- How long have people used cell phones?
- They've used them since the seventies.
- How long have you had a computer?
- I've had a computer for a long time.

رابط الدرس الرقمي
www.ien.edu.sa

3 Grammar



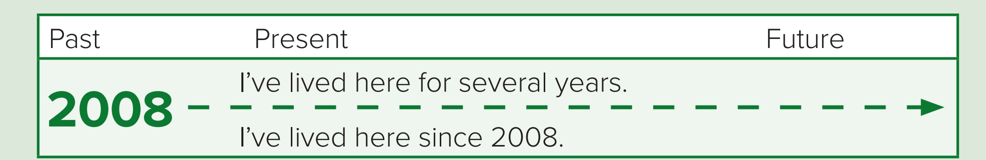
Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

Present Perfect	Past
A: **Have** you ever **been** to France?	**A:** When **were** you there?
B: Yes, I**'ve been** there.	**B:** I **was** there **two years ago**.

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.
For indicates the period of time: *for two months, for a year, for a long time*.
Since indicates when the action began: *since yesterday, since last June*.



Affirmative (+)

I've	studied English	**for** five years. **since** third grade.	(I + have)
You've			(you + have)
He's			(he + has)
She's			(she + has)
We've			(we + have)
They've			(they + have)

Negative (–)

I/You/We/They	haven't	received an email	**for** two days.
He/She	hasn't		**since** Tuesday.

Question with *How Long*

How long have you played football?	I've played football	**for** three years.
		since I was 12.

A. Complete the sentences with ***for*** or ***since***.

1. Hameed has had the same TV ______ 15 years.
2. I've had my laptop ______ last June.
3. We've worked on this project ______ a month.
4. My friends haven't visited me ______ my graduation.
5. We haven't used our car ______ a long time.
6. I've been drinking tea ______ years.
7. Tariq has worn glasses ______ the age of seven.
8. ______ when have you had that beautiful watch?

B. Work with a partner. Make sentences about the inventions.

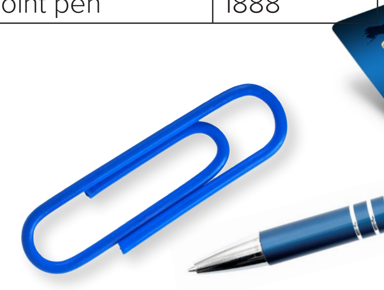


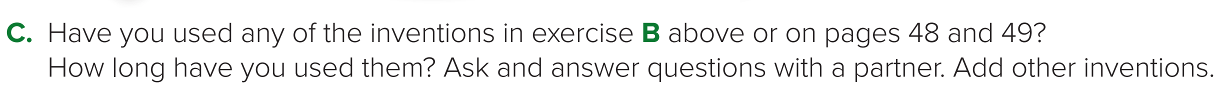
People have had credit cards since 1950 / for about 70 years.

Invention	Date	Invention	Date
credit card	1950	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1868	paper clip	1867
radio	1901	airplane	1903
toothpaste	1824	ballpoint pen	1888









C. Have you used any of the inventions in exercise **B** above or on pages 48 and 49? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Do you have a credit card?
B: Yes, I do.
A: How long have you had it?
B: I've had it for two years. OR
I've had it since I was 18.

A: Have you ever been on a plane?
B: Yes, I have. I flew on a plane on my vacation.

D. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Keep Cool

People __________ (1. try) to keep cool or keep their food cool for ages. The Chinese __________ (2. invent) ice cream 4,000 years ago, and they __________ (3. keep) it in snow in underground chambers. In Baghdad in the eighth century, a king __________ (4. import) snow and __________ (5. put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins __________ (6. build) a machine to make ice in London. The first home refrigerators __________ (7. appear) in the early 1920s. Since then, people __________ (8. preserve) their food in refrigerators. About the same time, air conditioning of large spaces __________ (9. become) possible. Since that time, people __________ (10. cool) themselves with air conditioners in stores, offices, and homes.

4 Language in Context 

Discuss these topics with a partner:

- Things you've done/haven't done for months, years, ages
- Things you've done/haven't done since you were small, last year, the age of 10
- Things you've never done

I haven't been rock climbing in a long time. OR *I've never been rock climbing.*



5 Listening 

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?
   ____
2. How long has Fahad had his new job?
   ____
3. How long has Saeed been married?
   ____

6 Pronunciation 

Listen. Notice the contractions of ***have***. Then practice.

How'**ve** you been? Where'**ve** you been? What'**ve** you done?

7 About You

1. How long have you studied English?
2. How long have you played a sport or had a hobby?
3. How long have you had any of these items: computer, laptop, digital camera, scooter, cell phone?
4. How long have you gone to school?
5. How long have you lived in your house?
6. How long have you known your best friends?



8 Conversation 

Fadi: Hi. This is a surprise.
Adnan: Hi there. Long time no see.
Fadi: Yeah. We haven't seen each other for about... er...
Adnan: Five years. Since high school.
Fadi: Has it been that long?
Adnan: Yeah. So, how are you doing?
Fadi: Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.
Adnan: Well, you have. You're looking more, well, serious. I suppose you're happy with your job?
Fadi: Yes, very much so.
Adnan: This is good, as it is important to like one's job.
Fadi: And what have you been up to?
Adnan: I've taken over my father's restaurant. And I got married last year.
Fadi: Really? Congratulations! I'm getting married next month. I wanted to finish college and start a career before I settled down.

Real Talk

Long time no see. = I haven't seen you for a long time.
...er = a sound of hesitation, to show that the speaker is thinking
What have you been up to? = What are you doing these days?
Congratulations! = a response to good news relating to an achievement
settle down = get married

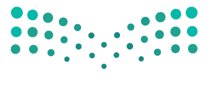
About the Conversation

1. How long has it been since Adnan and Fadi have seen each other?
2. Have they changed a lot?
3. Where is Fadi working?
4. How long has Fadi been working in a bank?
5. How long has Adnan been married?

Your Turn

Work with a partner. Role-play a conversation between you and an old friend you haven't seen for a long time. Include the following topics:

1. Say how long you haven't seen each other.
2. Say where and when you last met.
3. Say what you're doing now.



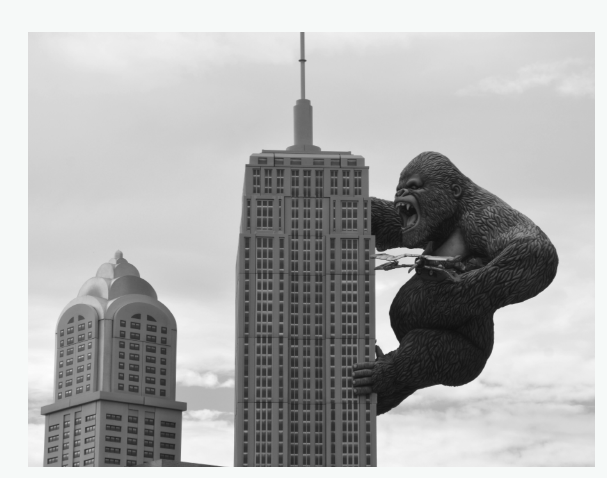


9 Reading 

Before Reading

1. What do you know about early film production?
2. What do you know about special effects?

A HISTORY OF SPECIAL EFFECTS

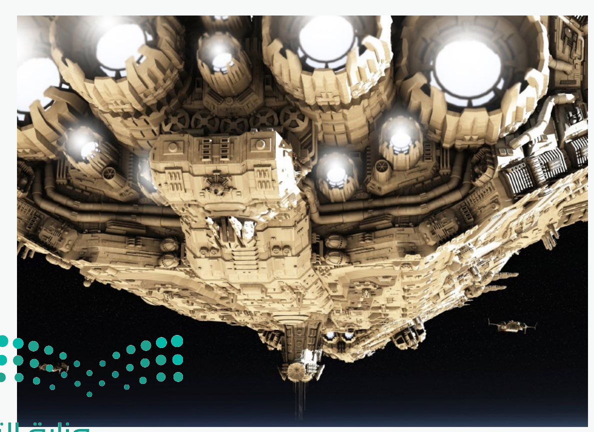


1 Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train 5 on the film came straight toward them. Since **then**, filmmakers have used various techniques to amaze viewers. **These** techniques form the art of special effects—and create the visual illusions on the screen.

One of the first special effects used in motion pictures 10 was discovered by accident. While filming in the streets of Paris in 1896, Georges Méliès's camera stopped and started again. When he viewed the film later, he found that the "stop trick" had caused a bus to turn into a carriage and pedestrians to disappear or change into different people. Because the film 15 sequence had been interrupted, the picture seemed to mysteriously change before his eyes. Since **then**, filmmakers have used tricks like **this** to make people see things that didn't happen in real life.

Filmmakers today still use other old techniques such as miniatures and the animation of small-scale models. One of the most famous special effects in film history was the title character in *King Kong*, made in 1933. The huge gorilla on top of the Empire State Building was actually only 18 inches (45 centimeters) 20 high. The film contained many revolutionary technical innovations for **its** time.

Another classic was *Star Wars (1977)* and its sequels, created by George Lucas. His ideas for the imagery and action scenes were so fantastic that the special effects crew often had to invent new techniques to accomplish them. **They** made many improvements in effects technology and developed a computer-controlled camera to create scenes with more realistic motion.



25 Nowadays, digital technology has given special effects a totally new dimension. Films such as *Jurassic Park*, *Toy Story*, *Transformers,* and *Pirates of the Caribbean* have become references in the art of visual effects. Imaginary 30 situations and characters that only existed in books and comic books, such as *Spiderman*, have also been made to look realistic on television thanks to computer-generated images.

The art of filmmaking never stops. What amazing visual effects will filmmakers use in the future? You'll see **them** on the screen soon!



After Reading

A. Match the words with their meanings.

1. ____ technique
2. ____ sequence
3. ____ interrupt
4. ____ miniature
5. ____ innovation
6. ____ accomplish

a. a new way of doing things
b. a small model
c. succeed in doing something
d. a way of doing things
e. stop in the middle
f. actions or events in a particular order

B. Answer about the article.

1. How long have audiences watched films?
2. How was the "stop trick" discovered?
3. What special effect was used for *King Kong*?
4. How did the special effects crew of *Star Wars* create realistic motion?
5. What films have become references in the art of visual effects?
6. Have you seen any of the films mentioned in the article? What is your opinion of them?



Discussion

1. Give examples of special effects in films you've seen on TV. Which impressed you the most?
2. Describe a TV film you saw that had a lot of special effects.
3. Do you like to watch old black and white films? Why, or why not?
4. Have you ever seen a 3-D (three-dimensional) film?
5. What do you think special effects will be like in the future?

10 Project 

1. Work in groups. What do you think is the most important invention of the last century? How has it changed people's lives?
2. Present your arguments to the class about why you think it is so important.



11 Writing

A. Look back at the **Reading** on page 54. What does each word refer to?

1. That (line 3) ________________
2. then (line 5) ________________
3. These (line 6) ________________
4. then (line 15) ________________
5. this (line 16) ________________
6. its (line 20) ________________
7. They (line 23) ________________
8. them (line 33) ________________

Writing Corner

For better cohesion in writing:

1. Use subject, object, and possessive pronouns or possessive adjectives.
   I collect stamps. I keep **them** in albums according to **their** country and date.
2. Use demonstrative pronouns and adverbs like: *this, that, these, those* or *then, there*.
   I started collecting stamps five years ago. Since **then**, I've collected over 2,000 of them. **This** is the oldest stamp that I have. **Those** are from Argentina.
3. Use relative pronouns like: *who, that, which*.
   The man **who** gave me this stamp said it is very old. It was on a letter **that** he received when he was a young boy.

B. Read the paragraphs. Circle the pronouns. What or who do they refer to?

I have one possession that is really important to me. This is my bike, which is special for many reasons.

I've had my bike for about two years. When I first saw it in the window of the sports shop, I just knew that I had to have it. My parents agreed that I could buy it, but they said I had to pay for it myself. That's one reason why it's so special to me. I'd never bought anything so expensive before. Since then, my bike and I go everywhere together. I ride it to school, to the park, to football practice, and sometimes I just ride it without any destination in mind.

I always try to keep my bike in good condition, but sometimes it breaks down. I've learned to repair a flat tire. Once, the chain came loose, so I learned how to fix that, too. Whenever I manage to save a bit of money, I like to get new accessories for my bike. I've bought reflectors, new handle bar grips, a bicycle pump, and a water bottle. As soon as I save enough money, I'm going to buy a Cateye Cycle Computer that calculates distance and speed.

I love riding and exploring new neighborhoods. Riding helps me clear my head and forget about my worries. It's great exercise, too. Of course, I'm careful when I ride in traffic and I always wear a helmet.

C. Write about some of your most important possessions. Say how long you've had them and why they are special. Remember to use appropriate pronouns to link sentences.





12 Form, Meaning and Function

The Passive

We use the passive to emphasize the *action* and not *who* or *what* does it.
To make the passive, we use the verb *be* and a past participle.*

Simple Present: Millions of people use the Internet. (active)
The Internet **is used** by millions of people. (passive)

Present Perfect: Technology has changed our lives. (active)
Our lives **have been changed** by technology. (passive)

Simple Past: Alexander Graham Bell invented the telephone. (active)
The telephone **was invented** by Alexander Graham Bell. (passive)

The person or thing that does the action is the *agent*. When we want to show the agent, we use *by* + the agent. When the agent is not necessary, we leave it out.

A thief stole my bike.
My bike **was stolen**. (*by a thief* is not necessary)

Someone has broken the window.
The window **has been broken**. (*by someone* is not necessary)

The boys broke the window.
The window **was broken** *by the boys*. (necessary)



* See page 162 for a list of the past participles of irregular verbs.



A. Change the sentences from active to passive.

A company in Germany makes these cars.
These cars are made by a company in Germany.

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars today.
3. They have made many changes in our city.
4. Did Alexander Fleming discover penicillin?
5. They filmed the documentary in a desert oasis.
6. Did they invite you to the graduation ceremony?
7. People speak English all over the world.
8. Steven Sasson invented the digital camera in 1975.





B. Change the sentences from passive to active.

1. Typewriters have been replaced by word processors.
2. All entrées in this restaurant are served with rice and salad.
3. Was the first airplane flown by the Wright brothers?
4. Soap has been used by people in the Middle East for nearly 5,000 years.
5. The way we communicate has been changed by cell phones and computers.
6. Roughly thirteen percent of the world's oil is produced by Saudi Arabia.
7. An encyclopedia of medical practices was written by Al-Zahrawi in 1000.
8. Many flying machines were designed by da Vinci, but they were never built.



6 Do You Know Where It Is?



1 Listen and Discuss



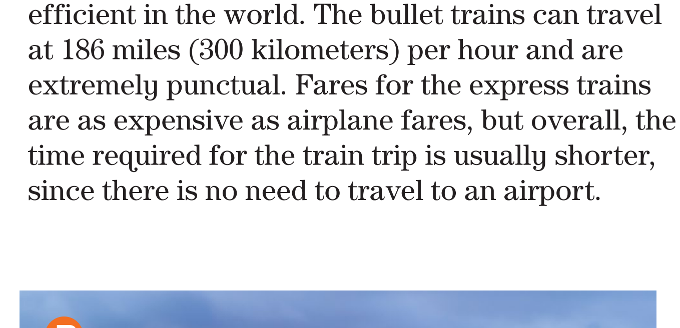
What do you think people mean when they say a town or neighborhood has a good quality of life?

Do You Know Where This Place Is?

Look at each photo, read the text, and guess the name of the city or country. In what ways is it similar to or different from where you live?



A

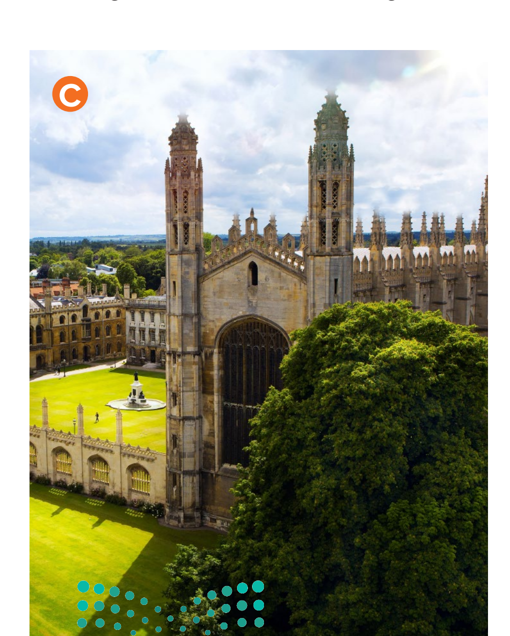


◂ The public transportation system is the most efficient in the world. The bullet trains can travel at 186 miles (300 kilometers) per hour and are extremely punctual. Fares for the express trains are as expensive as airplane fares, but overall, the time required for the train trip is usually shorter, since there is no need to travel to an airport.



B

The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities. ▸

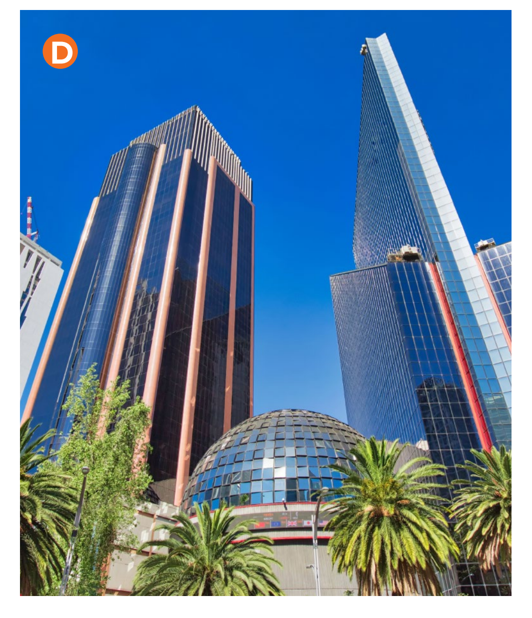


C

◂ It is home to one of the oldest universities in the world and one of the largest. Nowadays, the town isn't as quiet as it used to be, but the quality of life is still just as good. There are lots of green areas, and a quarter of the population cycles around the town: over the bridges, through the parks, and along the narrow streets.

Answers

A Japan, **B** Hong Kong, **C** Cambridge (England), **D** Mexico City



◀ Surveys show that the city has the worst traffic in the world. It is worse than Sao Paulo, Brazil. The average commuter spends four hours in traffic per day. There are approximately 6 million cars, taxis, buses, and other vehicles carrying 22 million people.

Quality-of-Life Indicators

What do you look for in a town/community? Check the indicators that are important to you.

- ☐ Cost of living
- ☐ Cost of housing
- ☐ Clean air/air quality
- ☐ Low crime rate
- ☐ Green areas
- ☐ Hospitals
- ☐ Schools
- ☐ Public transportation
- ☐ Culture and recreation

Quick Check ☑

A. Vocabulary. Underline the comparative and superlative forms in the article.

B. Comprehension. Answer ***true*** or ***false***.

1. _____ In Japan, trains are less expensive than planes.
2. _____ The trains in Japan travel at a speed faster than sound.
3. _____ The crime rate in Hong Kong is as low as that of Singapore.
4. _____ Cambridge has a lot of green areas, but noise is a problem.
5. _____ The traffic in Mexico City is much worse than in Sao Paulo.

C. Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work 

Ask and **answer** about the places you know. Use ideas in the article and the chart.

- Do you know what the cost of living is like in Amman?
- It isn't as expensive as it is in Abu Dhabi.

- Which do you think is more polluted, Sao Paulo or Mexico City?
- Sao Paulo is just as polluted as Mexico City.

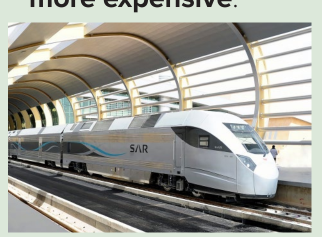


3 Grammar 

Comparative and Superlative Forms of Adjectives

	Comparative	Superlative
Buses are **fast**. Bus tickets are expensive.	Trains are **faster** than buses. Train tickets are **more expensive**.	Planes are **the fastest**. Plane tickets are **the most expensive**.







Buses are **less expensive** than taxis. But the subway is **the least expensive** way to travel.

Irregular Forms: **good / better / the best** **bad / worse / the worst**

Comparisons with *as...as*

Use *as...as* to say that two things are the same or different. You can use *just* for emphasis.

In Japan, trains are **as expensive as** planes.
This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.
Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

There is no inversion of the subject and verb in indirect questions.

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?
How many people live here?	Could you tell me how many people live here?
Who planned this town?	Could you tell me who planned this town?

A. Complete the sentences. Use the correct form of the adjectives.

1. The downtown area is usually ________________ (noisy) than the suburbs.
2. The hospitals in cities are usually ________________ (good) than ones in the country.
3. Public transportation is ________________ (frequent) at night than during the day.
4. My hometown has the ________________ (clean) air of all the towns in this country.
5. Many people say that Sao Paulo has the ________________ (bad) traffic in the world.
6. The subway is ________________ (crowded) at rush hour than at other times.
7. Housing is usually ________________ (expensive) in the country than in the city.
8. The cost of living in small towns is usually ________________ (cheap) than in big cities.

B. Write sentences with ***as…as***.

The Maxi camera is easy to use. The Digitron model is just as easy.
The Maxi camera is just as easy to use as the Digitron.

1. The Flash computer is fast. The XYZ model is just as fast.

____

2. Majid is a smart young man, and so is his brother Nasr.

____

3. This red car is expensive. The blue car is less expensive.

____

4. Rome is an amazing city, and so is Paris.

____

C. Work with a partner. Make indirect questions. Use ***Do you know…?*** or ***Could you tell me…?***

What time does the bus arrive?
Do you know what time the bus arrives?

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. Who can give us directions?
6. Which way is the center of town?
7. When does the gas station close?
8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives. Then practice the conversation with a partner.

A: In your opinion, what is the ________ (**1.** good) restaurant in town?

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as ________ (**2.** good) as Gino's. Gino's has ________ (**3.** good) pasta than Antonio's.

B: But Antonio's is always crowded.

A: Of course. It's the ________ (**4.** popular) restaurant in town. But it is still not the ________ (**5.** good) place to eat.

B: So, can you tell me where the ________ (**6.** good) food in town is?

A: In my opinion, it's at 209 Mulberry Street.

B: But that's where you live.

A: Exactly. No one's cooking is as good as my mom's.





4 Language in Context

1. Work in pairs. Choose the best place for Yousef to live. Then compare with other pairs.
2. Take a class vote. Which place does the class think is best for Yousef?

Yousef is looking for a place to live. He wants a small, quiet place in a good neighborhood. He doesn't have a car, but he has a motorcycle. Yousef is a student, and he has a part-time job. He earns about $1,500 a month.



5 Listening 

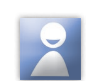
Listen to the news story about garbage and recycling. Answer ***true*** or ***false***.

1. ______ The garbage from one week in Mexico City can fill a large stadium.
2. ______ The United States doesn't produce as much garbage as Mexico.
3. ______ Today, only paper and cans are recyclable.
4. ______ About one hundred pounds of recycled paper saves one tree.
5. ______ In Curitiba, Brazil, people can get bus coupons when they recycle garbage.

6 Pronunciation 

Listen. Notice that the indirect question has rising intonation.
The information question with ***Where*** has falling intonation. Then practice.

Do you know where the bus stop is? ↗ Where is the museum? ↘

7 About You 

1. Describe three things in your town that have changed in the last year or two.
2. Talk about something that has become cheaper or more expensive recently.
3. Compare things that are/aren't as good in two neighborhoods in your town.
4. What are the best restaurants, stores, and hangout places in your town? Does the class agree?

8 Conversation 



Faris: So how long have you lived out here in the suburbs?

Adel: Since I left home, about two years ago. I wanted to have a place of my own. The apartment was a bit run down, so I had to renovate it.

Faris: Well, you did a good job. It's really nice and cozy.

Adel: I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.

Faris: Are there a lot of stores and green areas in the neighborhood?

Adel: Definitely! There are parks and supermarkets and a mall. The only thing is that I spend a lot of time commuting to work. But you can't have it all. What's your place like?

Faris: Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.

Adel: Why don't you find another place and move out?

Your Ending

What do you think Faris's response is?

1. It's close to my job.
2. I guess I'm used to it.
3. Now I'm a Rangers fan.
4. Your idea: _______________

Real Talk

a bit = a little
run down = in need of fixing/not looked after
Definitely! = an expression that shows strong agreement
The only thing is that... = used to introduce a problem/issue
you can't have it all = everything has something negative

About the Conversation

1. Is Adel's neighborhood dangerous?
2. What did he do to his apartment?
3. What doesn't he like about the suburbs?
4. Where does Faris live?
5. What doesn't Faris like about his place?



Your Turn

Talk with your partner about your neighborhood. Discuss the following things.

1. Where do you live—in a house or an apartment?
2. What do you like/dislike about your neighborhood?
3. What facilities are in your neighborhood?



9 Reading



Before Reading

1. Which cities in the Middle East do you think have the best quality of life?
2. What do you base your opinions on? Give reasons.



King Fahd's Fountain ▸

THE BRIDE OF THE RED SEA

For 20 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city's cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.

Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city's major landmarks is King Fahd's Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world's tallest building.

During the 1980's, many works of art were introduced into Jeddah's public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdulaziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.

The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.

The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There's always something interesting to do in Jeddah, the "Bride of the Red Sea."



▲ Abdul Raouf Khalil Museum and Mosque



▲ Bayt Naseef

After Reading

A. Choose the meaning of the underlined words that best fits the reading context.

1. for 20 consecutive years (line 1)
a. recent **b.** an unbroken series **c.** next or future

2. point out several aspects (line 6)
a. ideas **b.** ways **c.** features

3. a leading destination (line 10)
a. popular **b.** winning **c.** most important

4. it houses a historic museum (line 39)
a. visits **b.** holds **c.** protects

5. a combination of traditional *souqs* (line 44)
a. mixture **b.** series of numbers **c.** things joined

B. Mark which of the following things a visitor can do in Jeddah, according to the article.

1. _____ You can meet people from different cultures.
2. _____ You can study at university.
3. _____ You can visit the world's tallest fountain.
4. _____ You can see modern sculptures at Bayt Naseef.
5. _____ You can go shopping in Al-Balad.
6. _____ You can visit the Kingdom Tower.

Discussion

What city would you like to live in? Why?

10 Project 

Work in groups. Select a town or city in your country or in the world. Present its features to the class and say why you chose it.





11 Writing

A. Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.
Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

B. Read the extract from the Vision 2030 program.
- Circle each asset
- Underline each aim



Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals.
More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country.
The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities.
The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone.
Health care and education will be available to all citizens making their lives happier and more secure.
A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens.
A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.
Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors.
Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.
Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

** Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

- Compare the phrases you have underlined with your ideas from exercise **A** and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?

C.
- Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in **A**? Why? Why not?
- Write an essay about the aims of your city or neighborhood.
- Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

Most forms of writing are organized in paragraphs.

1. Essays begin with an introductory paragraph that presents the main idea of the essay.
2. The main body of an essay may have one or many paragraphs. Each paragraph focuses on and develops a specific topic; there is usually a topic sentence.
3. At the end, there is a conclusion that sums up the main idea of the essay.





12 Form, Meaning and Function 

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns: **the** car, **the** cars.

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural or noncount nouns when talking in general.

He is a tourist. **The** tourist is in Jeddah.
What are **the** official languages of Canada?

Technology is used in classrooms.

Use *the* with the superlative.

Planes are **the** fastest means of transport.

Use *the* for objects that are one of a kind.

the Earth **the** sun **the** moon
the stars **the** sky **the** sea



Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea **the** Amazon **the** Eiffel Tower **the** National Museum
the Arabian Desert **the** Alps **the** United States **the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home*, *school*, *work*, *business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article ***the*** where necessary.

1. When _____ sun goes down at _____ night, you can see _____ moon and _____ stars.
2. _____ Burj Khalifa in _____ Dubai is _____ tallest building in _____ world.
3. _____ Great Pyramid of _____ Giza is one of _____ Seven Wonders of _____ Ancient World.
4. _____ Calligraphers used _____ Kufic script to write _____ first copies of _____ Holy Qur'an.
5. _____ Last year we went on _____ vacation to _____ island of _____ Penang in _____ Malaysia.

B. Write the article ***a, an,*** or ***the*** where necessary.

1. _____ bullet train can travel at _____ speed of 300 km _____ hour. It isn't as fast as _____ airplane, but _____ trip on _____ express train can take _____ shorter time.
2. We usually play _____ football in _____ park on _____ Saturday morning. In _____ afternoon, we go for _____ lunch at _____ our favorite restaurant by _____ beach.
3. What makes _____ Jeddah _____ global city and one of _____ best places to live in _____ Middle East? Is it _____ quality of _____ life?
4. _____ Cambridge is surrounded by _____ green areas; _____ quarter of _____ population cycles around _____ town, through _____ parks, and along _____ narrow streets.
5. _____ coral reefs in _____ Red Sea are _____ popular destination for _____ scuba divers.

7 It's a Good Deal, Isn't It?

رابط الدرس الرقمي

www.ien.edu.sa

1 Listen and Discuss

1. Do you have garage sales in your country?
2. What do you do with things that you don't want or need anymore?



Aren't you Andrew Baron?

No, I'm Steve Baron. Andrew is my twin brother.

This is an antique, isn't it?

Yes, it is.

This lawn mower runs on gas, doesn't it?

No, it's electric and it has a remote control. You'll be able to sit and relax while it cuts the grass for you.

21

22

TOYS

1. ladder
2. garbage can
3. hose
4. luggage
5. teapot
6. pot
7. plates
8. frying pan
9. cups
10. saucers
11. knives
12. forks
13. spoons
14. fan
15. vacuum cleaner
16. broom
17. saw
18. hammer
19. pliers
20. screwdriver
21. rocking chair
22. teddy bear

Quick Check ☑

A. Vocabulary. List the things that you use for cooking, cleaning, and repairing.

B. Comprehension. Answer about the garage sale.

1. Andrew doesn't have a brother, does he?
2. John is organizing a garage sale, isn't he?
3. The lawn mower runs on electricity, doesn't it?
4. The elderly couple need a new lamp, don't they?
5. There aren't any plants for sale, are there?

2 Pair Work 

Ask and **answer** about the things at the garage sale.

The lamp is a bargain, isn't it?
Yes, it is.

Those cups are cute, aren't they?
Yes, they are.



3 Grammar

Tag Questions

Use tag questions to check information. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative Sentence (Negative Tag)

Your name is Ali Khalid, **isn't it?**
You were born in Abha, **weren't you?**
You live in Dammam, **don't you?**
You studied in Dhahran, **didn't you?**
You've graduated, **haven't you?**
You're going to work in Riyadh, **aren't you?**

Negative Sentence (Affirmative Tag)

Mariam isn't American, **is she?**
She wasn't born in the United States, **was she?**
She doesn't speak English, **does she?**
She didn't work in a school, **did she?**
She hasn't lived in the United States, **has she?**
She isn't going to move here, **is she?**

Note:

To agree with negative tags, answer *yes*.

Q: You're from Riyadh, aren't you?
A: Yes, I am.

To agree with affirmative tags, answer *no*.

Q: You aren't from Riyadh, are you?
A: No, I'm not. I'm from Jeddah.

Negative Questions

We sometimes use negative questions to check information or to express surprise.

Isn't he tired of working there?
Aren't you coming with us?
Haven't you finished your homework yet?!
Don't you live near the beach?

Be Able To

Use *be able to* to express ability and to talk about things you can or can't do.

He **won't be able to** play basketball today because he hurt his hand.
I **wasn't able to** come to the park because I had a previous appointment.
Will you **be able to** go out with us tomorrow?

A. Check information. Complete the tag questions.

1. These toys are in good condition, _________ _________?
2. You've had garage sales before, _________ _________?
3. He didn't buy that fan, _________ _________?
4. They weren't able to sell the tools, _________ _________?
5. She found a set of nice crystal glasses, _________ _________?
6. That vacuum cleaner works OK, _________ _________?
7. We have lots of bargains here today, _________ _________?
8. This lawn mower is really high-tech, _________ _________?

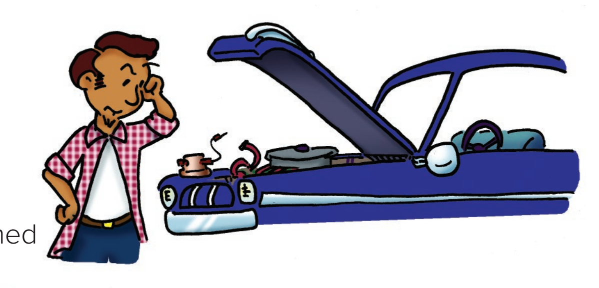
B. Write down some facts about your classmates that you think are correct. Then check the information with them.

Your classmate was born in Dammam.

A: You were born in Dammam, weren't you?
B: Yes, I was.

C. Work with a partner. Ask and answer questions about the pictures.

A: Was Ahmed able to fix the car?
B: No, he wasn't.



Ahmed



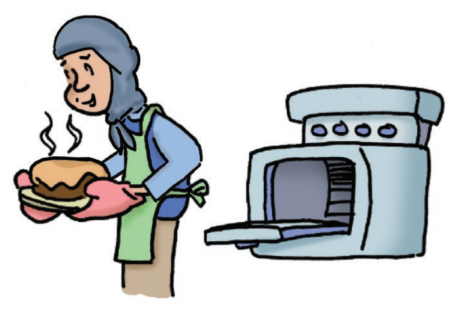
1. Hameed



2. the players



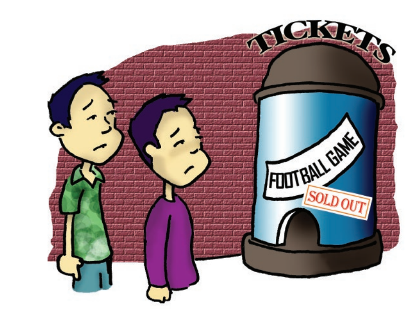
3. Adnan



4. Majedah



5. the students



6. the football fans

D. Write negative questions for the following situations.

You just bought a new cell phone. Your friend is still deciding about whether to buy one.

Aren't you going to buy one too?

1. You recognize an old friend at the mall. The friend doesn't recognize you.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.
6. Someone you don't know left a message on your cell phone. Your friend asks if you called back. What does the friend say?



4 Language in Context



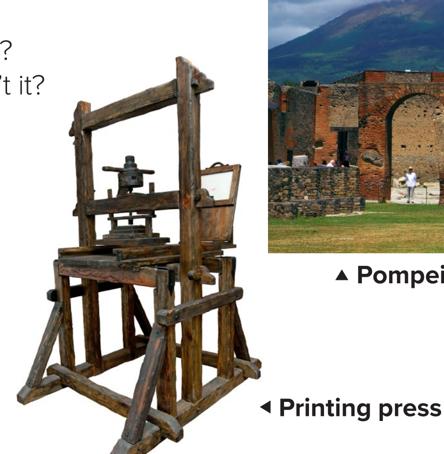
Prepare a quiz about historical facts, and play a game with a partner. Use tag questions when you are not sure of an answer.

A: Which volcano destroyed Pompeii?
B: Vesuvius destroyed Pompeii, didn't it?
A: Yes, it did. You're right.

A: Who invented the printing press?
B: Da Vinci was the inventor of the printing press, wasn't he?
A: No, he wasn't. It was Gutenberg.



▲ Pompeii, Italy



◂ Printing press

5 Listening



Listen to the conversation and explain the misunderstanding between the two men in your own words.

____

____

6 Pronunciation



Listen. Notice the rising intonation in tag questions to confirm information. Then practice.

You're coming with us, aren't you?

That isn't your car, is it?

We haven't met before, have we?

We were here yesterday, weren't we?

7 About You

1. Have you ever mistaken a person for someone else?
2. Have you read or heard about stories of mistaken identities?
3. Have you ever been to a garage sale or a street sale?
4. Have you ever bought something that you later didn't want? What was it?



8 Conversation 

Ted: You aren't from around here, are you?
Sean: No, I'm not. How did you guess?
Ted: Your accent.
Sean: Of course. No, I'm from Ireland, Dublin actually.
Ted: My name's Ted.
Sean: How do you do? I'm Sean. So, what do you know about Ireland?
Ted: Lots of Irish came over to the United States in the past, didn't they?
Sean: Yes, they did.
Ted: And you speak Gaelic.
Sean: Yes, some Irish people do. They like to hold on to the tradition.
Ted: Is that so? So, what are you doing in Chicago?
Sean: I'm an exchange student.
Ted: I'll be happy to show you around the campus.

Your Ending

What do you think Sean answers?

1. That's nice of you, but I already know my way around.
2. Thanks. Are you able to meet me this afternoon?
3. Why don't you give me your number, and I'll call you?
4. Your idea:



Real Talk

How do you do? = a way to respond to an introduction
Is that so? = a way to show surprise
I'll be happy to... = a way to offer to do something for someone
show someone around = act as a guide

About the Conversation

1. Where is Sean from in Ireland?
2. What does Ted know about Ireland and the Irish?
3. What is Sean doing in Chicago?
4. What does Ted offer to do?

Your Turn

Start a conversation with a stranger. Use the following expressions.

You aren't from around here, are you?

Expressions of surprise:
Is that so?, You don't say?, Really?, etc.







9 Reading 

Before Reading

What do you know about twins? Have you ever met any?

You Look Just Like Me!



"Hi, Eddy. We're going to be in math class together again this semester, aren't we?"
"Sorry. I'm not Eddy."

"Nice to see you again, Bobby."
"Sorry. I don't know you."
"You're Bobby, aren't you?"
"No, I am not. I'm Eddy."

This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of 19.

Bobby Shafran started a new semester at Sullivan Community College in New York. The previous semester Eddy Galland was a student there. The two teens looked exactly alike. Another student confused Bobby with Eddy, and then he realized that the boys were probably brothers. That student introduced Bobby to Eddy. The two boys found out that they were in fact twins, born at the same time. The boys were orphans and grew up in two different families. The families didn't know that their baby boys had brothers. But even more amazing was this. After the story was in the newspapers, another boy, named David Kellman, realized that he was their brother, too—also born at the same time. So, the twins became triplets!

There are many touching stories of orphans who meet for the first time as adults. Another well-known story of twins is that of Daphne Goodship and Barbara Herbert. They met for the first time at the age of 39. When they met, each was wearing a beige dress and a brown jacket. Blue was their favorite color. They both liked their coffee cold and black. Well, perhaps, that isn't very surprising, is it? But how about these similarities? They both fell down some stairs at the age of 15, and later they had problems with their ankles. They both used the same recipe book and sometimes cooked the same meal on the same day. And to scientists who studied them, they had similar personalities: they were talkative, and they laughed a lot. Because of this, they were called the "Giggle" twins.

Scientists like to study such cases of twins. They want to answer the classic question, "What's more important—heredity or environment?" Studies with twins like the Giggle twins seem to make a case for heredity, don't they? The twins grew up in different environments, but still the twins are very similar in many ways. But are all the similarities just coincidences? What do you think?

After Reading

A. Answer the questions about the reading.

1. How did Bobby and Eddy first meet?
2. What happened when one brother read the newspaper?
3. How were the Giggle twins similar?
4. Why were they called the Giggle twins?

B. Match the following words in the reading with their definitions.

1. ___ coincidence	**a.** three children born at the same time
2. ___ confuse	**b.** think wrongly that a person is someone else
3. ___ orphan	**c.** a situation in which two things happen together by chance
4. ___ heredity	**d.** a child who has lost his parents
5. ___ triplets	**e.** what you get from your parents
6. ___ touching	**f.** having a strong emotional effect

C. Role-play an interview with one set of twins/triplets in the article. Work in small groups, and take turns being "twins" or "triplets" and interviewers. Present your interviews to the class.

Discussion

1. What do you think that cases like the Giggle twins show?
2. What do you think is more important in people's personalities, heredity or environment? Can you give any examples? Think about your own family and people you know.

10 Project 

Work in groups of four. Prepare an advertisement for a garage sale.







11 Writing

A. Read about a coincidence. Number the paragraphs and the sentence in the correct order.

☐ One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. "You're Sean, aren't you?" said a familiar voice.

☐ The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.

☐ I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn't made any friends yet.

☐ "Mike, what are you doing here in Chicago?"

☐ It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn't seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.

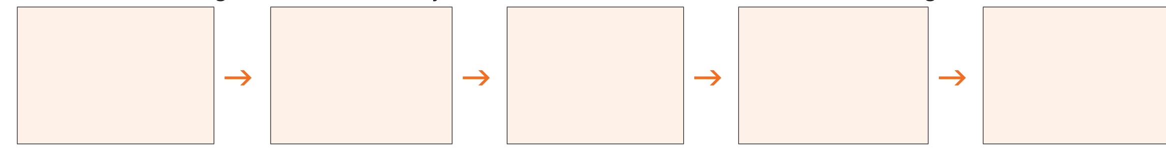
☐ "Well, I live in Chicago and I'm studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!"

Writing Corner

1. Use simple past to talk about completed past events.
   Suddenly I **heard** someone call my name. I **turned** around.
2. Use the past progressive* (*was/were* + verb-*ing*) to talk about actions that were in progress when another past event happened.
   I **was walking** around the campus when suddenly I heard someone call my name.
3. Use the past perfect* (*had* + past participle**) to talk about an action that happened before another action in the past.
   I **hadn't seen** him in five years because his family **had moved** to the United States.

* You will practice the past progressive in Unit 9 and the past perfect in Unit 12.
** See a list of irregular verbs and past participles on page 162.

B. Look at the writing task in **C**. Before you write, take notes in the event chain diagram.



C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. I have a big family, and I don't know them all. One day when I was in a café...

2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...



12 Form, Meaning and Function

Suggestions

Use *should* and *shouldn't* to ask for and give suggestions.

A: What **should** we do tonight? **B:** I don't know, but we **shouldn't** stay home.
A: Should I buy this racing bike? **B:** No, you **should** buy the mountain bike.

Use *can* and *could* to give possible suggestions.

A: What should I cook for dinner? **B:** You **could** make spaghetti.
A: Let's go to the park this afternoon. **B:** That's a good idea. We **can** have a picnic.

Note: *Can* and *can't* are also used for ability or inability.

A: Can you go out tonight? **B:** Sorry, I **can't**. I have to study.

Use *Why don't...?* and *Let's* to give suggestions.

A: Why don't we order a pizza? **B:** No. **Let's** eat out instead.
A: Let's go to the park. **B:** OK. **Why don't** we take our bikes?

To accept suggestions, we say: *OK; That's a good idea; Sure; All right;* or *That sounds good.*
To politely refuse suggestions, we say: *Sorry, I can't; Let's... instead.*

A. Fill in each blank with a suitable word. Then practice the conversation with a partner.

Fahd: (**1**) __________ go get some pizza and hang out by the beach.
Imad: Sorry, I (**2**) __________. I have to clean my room and start packing for college.
Fahd: That's right. You're leaving next week, aren't you? (**3**) __________ don't you let me help you? Then we (**4**) __________ go out later.
Imad: Thanks. That (**5**) __________ good... What (**6**) __________ I do with all my stuff? I (**7**) __________ take it with me because my room at the college is really small.
Fahd: Well, you (**8**) __________ leave it here at your parents' house.
Imad: No, I (**9**) __________. My parents want to give the room to my brother, so I have to move all my things out.
Fahd: Then, why (**10**) __________ you have a garage sale?
Imad: Hmm... That's a good (**11**) __________. I (**12**) __________ get rid of some old things that I don't use anymore.
Fahd: And you (**13**) __________ make a bit of money, too!
Imad: True. I (**14**) __________ use the money to buy books. What day (**15**) __________ I have it?
Fahd: (**16**) ________ don't you have it on Saturday?
Imad: All right. (**17**) __________ start by putting aside the things I don't want. Pass me that skateboard and those binoculars.
Fahd: No, you (**18**) ________ sell those! You (**19**) __________ keep them.
Imad: Do you want them? Why (**20**) __________ you come to my garage sale on Saturday?

B. Work in a group of four. Plan a school trip. Think about: where your class should go, when you should go, how you should get there, and what activities you should do. Use language for giving, accepting, and refusing suggestions.

A: Why don't we go to the museum?
B: Museums are boring. Let's go to the zoo instead.
C: Yes. The zoo sounds good.
D: I agree. I think we should visit the zoo.

8 Drive Slowly!



1 Listen and Discuss 

Are you interested in cars? What do people look for in a car?



Speed Limit

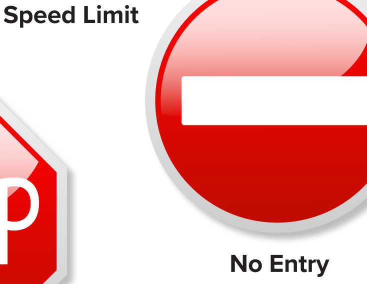


Pedestrian Crossing

International Traffic Signs

How many of these road signs do you know?





Stop

No Entry



Danger



No Passing



Parking Area



No Parking

Quick Check ☑

A. Vocabulary. Match the two words.

1. steering ___	**a.** shield
2. wind ___	**b.** belt
3. dash ___	**c.** sign
4. seat ___	**d.** mirror
5. rearview ___	**e.** wheel
6. road ___	**f.** board

B. Comprehension. Answer about the car and the driving instructor.

1. Does the car have a global positioning system?
2. What kind of transmission does it have?
3. Is it a four-door car?
4. What does the instructor want people to do?

2 Pair Work 

A. **Ask** and **answer** about the signs.

- What does that sign mean?
- You must not pass.

B. Give advice about driving.

- What's the first thing a driver should do?
- Drivers should put on their seat belts.

- What shouldn't a driver do?
- Drivers shouldn't drive too quickly.

3 Grammar

Modal Auxiliaries: *Must/Mustn't/Must Not* and *Should/Shouldn't*

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights.
You **must not** park on the sidewalk.

You **should** drive under the speed limit.
You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

Adjectives that end in *l* double the *l*: carefu**l** → carefu**lly**

Note: Sometimes an adjective and an adverb have the same form:
He's a **fast** driver. He drives **fast**.
He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*.
He's a good player. He plays **well**.

A. Rewrite the sentences. Use adverbs of manner.

Adel is a careful driver. *Adel drives carefully.*

1. Badr is an aggressive driver. ____________
2. Stunt pilots fly in a dangerous way. ____________
3. Fadwa and Amal are enthusiastic readers. ____________
4. Saeed is a really good player. ____________
5. Sabah is a quiet talker. ____________
6. Khalid is a hard worker. ____________
7. Majid and Ali are fast runners. ____________

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives _______ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _______ (good), but he sometimes drives too _______ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _______ (fast). He had to go to a special class for people who drive _______ (dangerous). But he still doesn't drive _______ (careful). Next time he is going to lose his license.

STOP

C. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should ______________________________.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must ______________________________.

3. **A:** I'm lost. I don't know which way to go.
   B: I think we should ______________________________.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not ______________________________.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should ______________________________.

D. Work with a partner. Discuss what you shouldn't/must not do in the situations shown by these signs.

















4 Language in Context

1. Mark the things that characterize an aggressive driver.
2. Mark the things you should/must do when you encounter one.
3. Compare and discuss your answers with a partner.

Aggressive Drivers	What to Do
__ Drive dangerously and recklessly.	__ Get out of the way.
__ Go through stop signs and red lights.	__ Challenge them to show you aren't scared.
__ Are courteous to other motorists.	__ Ignore them and their gestures.
__ Tailgate–drive closely behind the car in front.	__ Avoid eye contact.
__ Blow their horns and flash their lights.	__ Blow your horn.
__ Let others pass them.	__ Report them to the authorities.
Other:	Other:

5 Listening 

Listen. Brandon is having a driving lesson.
Mark the things he does right and wrong.

	Right	Wrong
1. start the car		
2. hold the steering wheel		
3. obey the speed limit		
4. park		



6 Pronunciation 

Listen. Notice the vowel sound of /ə/ in ***should*** and ***must*** when they are pronounced quickly. Then practice.

You **should** obey the driving laws.
You **shouldn't** pass on the right.

You **must** be 18 to get a license.
You **mustn't** go over the speed limit.

7 About You 

1. What is the driving age in your country?
2. Is the driving age the same for motorcycles?
3. What is the speed limit in your town/city? Is it too high or too low?
4. Do you see a lot of aggressive drivers? What do they do?
5. What are the most common traffic problems in your town?
6. What is the major cause of car accidents in your country?
7. What do you think are the difficulties of driving in your country?
8. Do you think it is a good idea to have speed cameras on some roads?
9. Have you ever seen or been in a road accident? What happened?



8 Conversation 

Father: George, I want you to drive slowly and carefully, and put on your seat belt. We have plenty of time.

George: What time is your flight, Dad?

Father: At 6:00 P.M.

George: That's in three hours! You have two extra hours. The trip to the airport is less than an hour.

Father: You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?

George: Because it's quicker.

Father: You can't be serious! You should use the highway. It's faster because it's more direct. Turn right at the next traffic light. Hey, don't go so fast. Slow down!

George: Dad, the speed limit here is 70 kilometers per hour, and I'm doing 60.

Father: Be careful! You almost hit that car. You have to watch out for traffic.



Real Talk

You can't be serious! = used to express surprise or disbelief
Hey = used to attract someone's attention
I'm doing 60. = I'm driving 60 kilometers per hour.

Your Ending

What do you think George's response is?

1. OK, Dad. You know the first rule of safety: Don't talk to the driver.
2. OK, Dad. You drive.
3. Dad, why don't you get a cab?
4. Your idea: ____________

About the Conversation

1. How does the father want George to drive?
2. What should George do before he starts the car?
3. What does the father say about the time to arrive at the airport?
4. What must George watch out for?

Your Turn

A. Role-play this situation with a partner:
You're going to the airport. You want to leave early.
Your brother is going to drive.

B. Role-play this situation with a partner:
You're going somewhere in a taxi. You aren't in a hurry. The driver is speeding and driving recklessly.





9 Reading 

Before Reading

1. On which side of the road do people drive in your country?
2. On which side of the road do people usually walk?

Is Right, Right?



Why must you drive on the right side of the road in some countries and on the left side of the road in other countries? Investigate the question, and you find a lot of confusion on right versus left. About a quarter of the world drives on the left, and most of those countries used to be British colonies. In England people drive on the left, but on escalators they stand on the right, so that people who are in a hurry can go up on the left. In Japan, they drive on the left, too, but people usually stand on the left on escalators.

There are different explanations for the use of right versus left. Some people believe that it is a natural tendency to walk or drive on the right. This is because most people are right-handed.

We can look back in history for reasons people move on the right or left of the road. Some people say that in Europe hundreds of years ago, people rode their horses on the left. This way, their sword was between them and anyone who was coming toward them in the opposite direction. They were ready to pull out their sword and fight to defend themselves with their right arm. There is also evidence that ancient Greek, Egyptian, and Roman troops used to march on the left side. And in Rome, they made it a law in the 1300s. So when and why did the right side become popular?

One idea is that in the 1700s, people in France and in the United States started to use wagons with several pairs of horses and to drive on the right side of the road. It was easier for the drivers to sit on the left and control the horses with a whip in the right hand, and it was safer if other vehicles passed on the left so the drivers could see the distance between vehicles. Some people say that in England, people always drove on the left, and in France, people always drove on the right.

In any case, Napoleon, a ruler of France, ordered people to drive on the right side in the early 1800s. France conquered many countries at that time, and so these countries drove on the right. But France didn't conquer England, so England kept its custom of driving on the left.

In the twentieth century, there was a trend to the right. Many cars were made in the United States, and they were made for driving on the right side of the road. As recently as 1967, Sweden changed its laws. Now people in Sweden must drive on the right.

So right or left? Just follow the customs of the country where you are—and be sure to drive carefully on that side!

After Reading

A. Answer ***true*** or ***false***.

1. _____ In England, people drive on the left.
2. _____ In Japan, people drive on the right and walk on the left.
3. _____ In France, people probably always drove on the right.
4. _____ Many countries use left or right because of England and France.
5. _____ Some countries changed to driving on the right.



B. Match. Find the meaning of the word in bold type from the reading.

1. _____ Historians **investigate** questions about past events. They read old records to find answers.
2. _____ There is some **confusion** over the history of the use of the right or the left. People aren't sure of what happened.
3. _____ At the end of the war, the large country **conquered** the small one.
4. _____ In some countries, the **custom** is to drive very fast on large roads.
5. _____ There was a **trend** toward energy-efficient cars at the start of the twenty-first century.

a. took control of (a country, city etc.) through the use of force
b. uncertainty about what happened
c. a direction of change, a tendency
d. something that is usually done
e. study and research

Discussion

1. What are some problems due to people driving on different sides of the road in different places?
2. Do you think that there should be one standard for the whole world?
3. What problems do you think Sweden had when it changed from left to right?



10 Project 

Work with a partner. Research and prepare a list of driving tips and safety rules for new drivers. Make a poster to display in class.





11 Writing 

A. What is the legal driving age in your country? In other countries? Read about getting a driver's license in Canada. In groups, discuss whether you think this is a good system.

In most provinces of Canada, the legal age to start driving an automobile is 16. However, new drivers must successfully complete several stages before they get a full license.



New drivers must first pass a written exam to ensure that they understand the rules of the road. Then they are issued a Learner's License. They are able to drive only under the supervision of an adult for one year, and they must place an **L** sign on the back of the car.



When young drivers are ready, they must pass a road test with an examiner. Then they are issued a Novice License. They are able to drive on their own or with one passenger in the car, and they must display an **N** sign on the back of the car. After two years of safe driving as a novice, they must pass another road test to get a full license.

B. Complete the sentences with words from the box. Find the meaning of any new words.

reflexes immature responsible accident distracted impulses rage attention

1. Due to the fact that many adolescents are unable to control their emotions and ______________, they are prone to road ______________.
2. Teenagers are easily ______________ by their cell phone or by other people in the car. As a result, they don't pay careful ______________ to the road.
3. Teenagers are still mentally young and ______________. For this reason, they are not ______________ drivers.
4. Since adolescents don't have much experience behind the wheel, they don't have the ______________ to react quickly. Consequently, they are more likely to cause an ______________ than an experienced driver.

Writing Corner

1. Use phrases to express cause/reason: *because (of), since, as,* and *due to.*
2. Use phrases to express result: *for this reason, as a result,* and *consequently*.

C. Complete the chart with notes about why the legal driving age should be over 16.

Reasons	Results

D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use your notes from the chart and ideas from this unit.



12 Form, Meaning and Function 

Requests

Use *can, could, will*, or *would* for requests.

Request	Agreeing	Refusing
Can/Could you help me?	Sure. No problem.	Sorry, I can't.
Will/Would you help me?	Of course.	Not now. I'm busy.

Commands

Use the imperative for commands.

Turn right at the intersection. **Don't park** the car there.

Reporting Requests and Commands

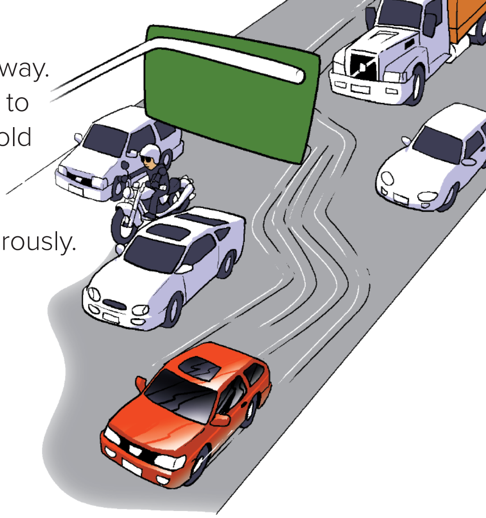
***ask/tell* + object/pronoun + infinitive**

"Can you help me?" my mother asked me.	My mother **asked me to help** her.
"Turn right," said Omar to his brother.	Omar **told his brother to turn** right.
"Don't be late," said their parents.	Their parents **told them not to be** late.

A. Report the requests and commands.

1. "Put on your seat belts," the father said to his children.
 ____
2. "Would you drive us to the airport?" Abdullah's cousins asked him.
 ____
3. "Please don't drive so fast," the woman said to her husband.
 ____
4. "Don't ride your motorcycle in the rain," said the mother to her son.
 ____
5. "Could you please fill up the gas tank?" the man asked the gas station attendant.
 ____
6. "Can you check the brakes?" Ahmed asked the mechanic. "They don't work well."
 ____

B. What did the driving instructor say? Write the requests and commands.



I had my third driving lesson yesterday. It was the first time I drove on the highway. The driving instructor told me to turn onto the highway carefully. He asked me to drive faster, so I sped up. There was a truck moving slowly in front of me. He told me not to tailgate, so I passed the truck. Then he told me to watch out for the motorcycle. I changed lanes quickly to avoid the motorcycle. Then the driving instructor asked me to pull over and stop the car because I was driving dangerously. What did I do wrong?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

EXPANSION Units 5–8

1 Language Review



A. Choose the sentence that means the same thing.

1. The cost of living in Rome is just about the same as in Paris.
a. Rome is cheaper. **b.** There isn't much difference. **c.** They're both expensive.

2. My new air conditioner isn't as noisy as the old one.
a. The new one is just as noisy. **b.** The new one is noisier. **c.** The new one is less noisy.

3. This is the most crowded restaurant I've ever been in, but it's always like this.
a. It's more crowded today. **b.** It's as crowded as usual. **c.** It's not usually this crowded.

4. The taxis are as slow as the buses during rush hour.
a. Taxis are faster. **b.** Buses and taxis are slow. **c.** Buses are faster.

5. Our TV screen is as large as yours, but yours has a higher definition.
a. They're not the same size. **b.** One has a better definition. **c.** They're exactly the same.

B. Complete the sentences with the present perfect or the simple past form of the verb.

1. Sahar and Asma _________________ (be) friends for 10 years, and they call each other often.
2. Qassim _________________ (work) as a guide before he started his travel agency.
3. The team _________________ (win) all their games so far this season.
4. I _________________ (not see) a good film on TV for a long time.
5. Ashraf _________________ (live) in a dorm since he went to college.
6. Hameed and Adel _________________ (meet) when they were at school.

C. Complete each sentence with a tag question.

1. Mr. Morris is a driving instructor, ___________________?
2. Fadwa was on the phone at the time of the earthquake, ___________________?
3. Mahmoud didn't have a driver's license, ___________________?
4. The tourists in the pedal cab were excited, ___________________?
5. Your new bike is going to arrive next week, ___________________?
6. Mr. Yunus won the Nobel Peace Prize in 2006, ___________________?
7. Michael Phelps won eight gold medals at the Beijing Olympics, ___________________?
8. You've lived in this neighborhood for a long time, ___________________?
9. The football teams didn't play in this rain, ___________________?

D. Use ***should/shouldn't*** or ***must/must not***. More than one answer may be possible.

1. You _________ drive so slowly on the highway. You'll get a fine.
2. People _________ throw litter in the streets. It makes the town look ugly.
3. He _________ throw out the sandwich. Eating isn't allowed in here.
4. You _________ honk your horn. It's a hospital area.
5. He _________ put his cell phone away while he's driving. It's the law.
6. You _________ speed, or else I'm getting out of your car.



E. Complete the sentences using an adverb.

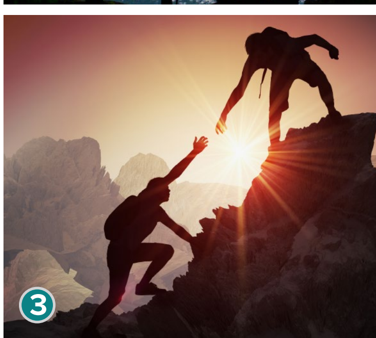
1. Khalid isn't careful when he drives. He doesn't drive ___________.
2. Mariam is a really good writer. She writes very ___________.
3. Fahad takes his time when he eats. He eats ___________.
4. My father works 14 hours a day. He really works ___________.
5. There wasn't much traffic on the road. They got home ___________.
6. Ahmed likes extreme sports. He enjoys living ___________.



F. Look at the pictures of adventures on this page, and say which you have or haven't done.

I've been go-kart racing. OR
I've never been go-kart racing.

1 go-kart racing
2 exploring a cave
3 mountain climbing
4 white-water rafting
5 skydiving
6 riding a camel



G. Now complete the chart with your opinions of the adventures. Then compare ideas with a partner. Write your partner's ideas in the third column.

Adventure	My Opinion	My Partner's Opinion
the most exciting		
the cheapest		
the most dangerous		
the shortest		
the longest		
the most tiring		
the craziest		





H. Work in a group. Defend your opinions of the adventures.

White-water rafting is less dangerous than skydiving, and it's just as exciting.





2022 - 1444

2 Reading 

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips





Biking in the Alps, Germany



Pedaling through the Bavarian countryside is the way to go for many visitors. You can bike through green valleys and past rivers, including the Danube, while enjoying rural landscapes and experiencing life in German villages. The trail takes you over the Alps and crosses several mountain passes to Garmisch-Partenkirchen. The town is Germany's most famous winter sports center, close to Zugspitze, Germany's highest mountain. A mountain railway and cable car can take you to the peak. The trip along this scenic route is a real treat.

Click here for details:
www.pedalps.com

Skydiving: Flying High in the Rockies, USA

Have you ever dreamed of flying? We can offer you a unique opportunity. SKYHI is top ranked and is the largest and most reliable skydiving facility in Colorado. Every year, people take more than 35,000 jumps at our facility. Conquer your fear, and get an awesome view of the snowy peaks from about 3,000 feet (900 meters) above the Rockies. For those of you who want to relive your greatest adventure over many years, our camera operator will accompany you and film your own personal jump video, or you can even carry your own camera!

Location: 1 hour from Denver, Colorado.
Information: www.skyhidive.com

White-Water Rafting, Chile

We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through the Andean mountain range. This is the safest ride there is, even for beginners. We've been providing rafting trips for more than 30 years.

For more information, click here:
www.andesrafting.net



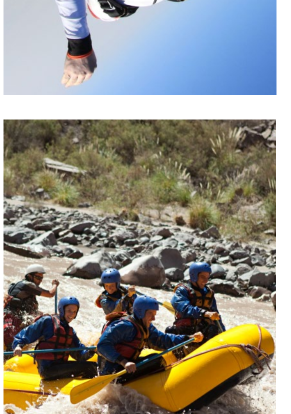


Comments from customers about their experience



The instructor told me to stand up and walk toward the exit door. I thought, "What if my parachute doesn't open?" I've never been so frightened in my life. My camera operator was ready. I couldn't back out now. So I let myself go out the plane. Those were the most exciting and enjoyable seconds that I have ever experienced. I saw the ground getting closer and closer, and I heard the wind rushing by. I checked my altimeter and pulled the ripcord of my parachute. There was a strong jerk. Suddenly it was calm, and I watched the beautiful landscape below as I floated peacefully to the landing area.
Mitch Taylor

I've ridden cross-country for several years, but this was my first cycling tour—and I'm looking forward to the next one. It was spring, there was still some snow on the slopes, and the countryside was green and full of wildflowers. I could smell the fresh scent of the plants in the air when the breeze blew against my face. Biking is much more fun than being stuck inside a car or on a tour bus. I love to be in contact with nature and hear all the sounds: the birds, the trees, the water in the streams. Going uphill can be tiring sometimes, but the views are worth the effort.
Daniel Garcia



At first, I was scared, but after a while, I got used to going up and down. The bumps, spins, and shakes were the least of my worries. I've gone to amusement parks since I was a kid, but this was a different matter. It was the real thing, and it was up to us to control the experience and stay safe. I paddled to get away from the rocks, and heard the sound of the boat hitting the water. It splashed up inside the boat, and I got completely soaked. But I wasn't worried about the freezing water. My objective was to get to the end of the journey safely. It was a great feeling of accomplishment when it was over.
Neil Davenport

After Reading

Fill in the information from the texts. Not all the rows will be filled.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure			
Feel			
Hear			
See			
Smell			

Discussion

What adventure trips do people take in your country?

3 Writing



Work with a partner. Write a brochure for an adventure trip in your country. Present it to the class.



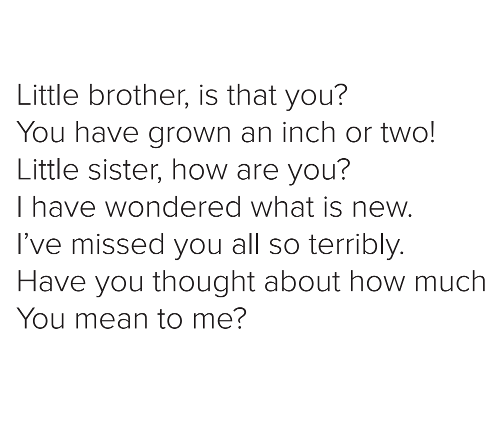
4 Chant Along 

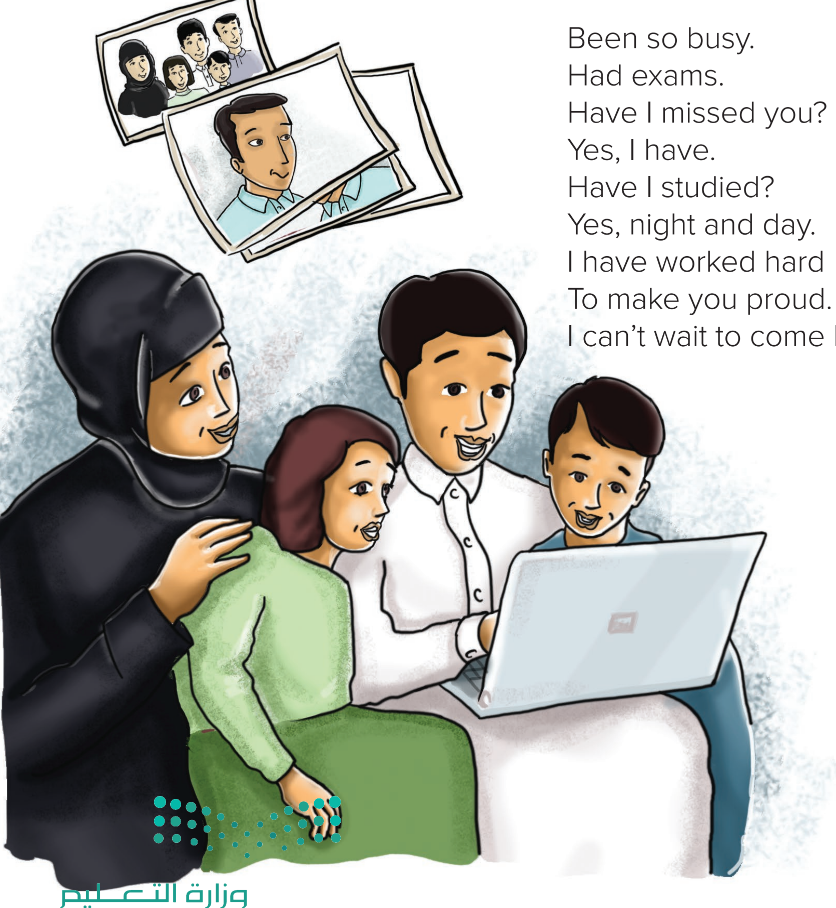
I've Missed You!

Hello, Mom!
Hello, Dad!
It's been a long, long time
Since I've made a call.
It's been a long, long time
Since I've seen you all.
You have always been in my heart.

Listen, son!
We've thought about you
All this time.
You've been constantly on our mind.
We've been so far, far apart.

Been so busy.
Had exams.
Have I missed you?
Yes, I have.
Have I studied?
Yes, night and day.
I have worked hard
To make you proud.
I can't wait to come home.





Little brother, is that you?
You have grown an inch or two!
Little sister, how are you?
I have wondered what is new.
I've missed you all so terribly.
Have you thought about how much
You mean to me?

Vocabulary

A. What do the following words mean in the chant?

1. constantly

a. forever **b.** all the time **c.** a occasionally

2. proud

a. pleased **b.** disappointed **c.** worried

3. wonder

a. be amazed **b.** dream **c.** ask oneself

4. terribly

a. not well **b.** very much **c.** just a little not very much

B. Explain the meaning of the following sentences in your own words.

1. You have always been in my heart.

____

2. You've been constantly on our mind.

____

Comprehension

Answer ***true*** or ***false***.

1. _____ The student hasn't seen his family for a long time.
2. _____ He's in a distant place.
3. _____ He hasn't studied very hard.
4. _____ The parents want to know if their son has missed them.
5. _____ The student doesn't want to come home.

Writing

Imagine you are the student. Write an email to your family. Say what you have been doing, why you miss them, and so on.

Discussion

1. Have you ever called a friend or family member that you hadn't seen for a long time?
2. What was his/her reaction?
3. What did you talk about?
4. Imagine you have to go far away to study. What would you miss most?

5 Project



Do a survey in your class to find out who communicates long-distance. Find out what methods of long-distance communication are the most popular.

9 All Kinds of People



1 Listen and Discuss

Look at the pictures.

1. Compare the people and the situations in the pictures to the ones in your town.
2. Match the pictures to the descriptions below. Write the letters in the circles.

Impressions of a City

a. The people who live in the city are always in a hurry.
b. A man who was dressed in black was handing out flyers.
c. The watches that the man was selling were fakes.
d. The pedal cab that was at the side of the road is a typical attraction in the town.
e. The man who was giving directions to the tourists is a guide.
f. The thief was trying to steal the boy's backpack when the police officer saw him.
g. A man was talking on his cell phone while he was waiting for the bus.
h. The man who was hailing a taxi had to get to a business meeting.

Quick Check ☑

A. Vocabulary. Look at the picture for 10 seconds. Then close your book. Write down a list of things you saw in the street. Compare with a partner.

B. Comprehension. Match the two parts of the sentences.

1. The people who live in the city ____
2. The man was talking on the phone ____
3. The officer who was on duty ____
4. The man who was hailing the taxi ____
5. The man was giving directions ____

a. saw the thief stealing the backpack.
b. was in a hurry.
c. to some tourists who were lost.
d. seem to have little time.
e. while he was waiting for the bus.

2 Pair Work 

Ask and **answer** about the pictures.

- What was the man doing while he was waiting for the bus?
- He was talking on his cell phone.
- Who is that man?
- He's the one who was handing out flyers.

3 Grammar 

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.
Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who**/**that** was talking to the tourists was friendly. (relative clause)

The horse pulled the carriage. It was black.
The horse **that**/**which** pulled the carriage was black. (relative clause)

Past Progressive with *When* and *While*

Use the past progressive:

- To talk about events that were happening when another event happened.
  I **was looking** in the store window **when** the thief **grabbed** my bag.
- To talk about actions that were happening at the same time.
  He **was driving while** he **was talking** on his cell phone.

A. Complete the definitions by matching the two parts.

1. An athletic person is someone who _____	**a.** makes you laugh.
2. A talkative person is someone who _____	**b.** is intelligent.
3. An efficient person is someone who _____	**c.** dresses well.
4. A rude person is someone who _____	**d.** speaks a lot.
5. A clever person is someone who _____	**e.** likes to be with others.
6. A fashionable person is someone who _____	**f.** does things well and quickly.
7. A funny person is someone who _____	**g.** isn't polite.
8. A friendly person is someone who _____	**h.** enjoys sports.

B. Complete the sentences.

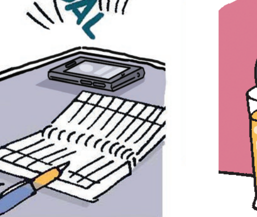
1. We were waiting for the bus when ______________________________.
2. I was crossing the street when ______________________________.
3. They were sitting in the café when ______________________________.
4. Adnan was buying ice cream when ______________________________.
5. You were sleeping when ______________________________.

C. Work with a partner. Make sentences to describe the actions in the pictures.

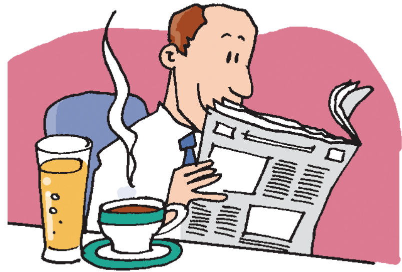
It was raining while Yahya was washing the car.



Yahya

1. Faisal



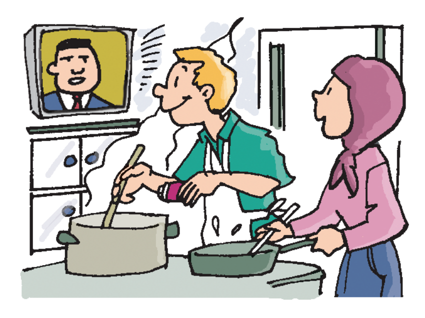
2. Mr. Lewis



3. the people




4. Fatima



5. the couple



6. Hameed

D. Complete the sentences with ***who*** or ***that***.

1. The neighbor _______ lives downstairs is very quiet.
2. The flowers _______ grow in the city garden are very colorful.
3. I'd like to introduce you to the person _______ organized the conference.
4. That isn't the camera _______ is on sale.
5. The actor _______ was playing the lead role was very funny.
6. Isn't that the book _______ you were reading last week?
7. The clothes designer _______ made this dress was very creative.
8. Mom, may I eat the mango _______ is in the refrigerator?

E. Complete the sentences with your ideas.

1. I like cars that are ________________________________.
2. I like people who are ________________________________.
3. I like books that have ________________________________.
4. I like clothes which are ________________________________.
5. I like weather that is ________________________________.
6. I like games that are ________________________________.
7. I like stores that offer ________________________________.
8. I like foods that are ________________________________.
9. I like friends who ________________________________.
10. I like teachers who ________________________________.

4 Language in Context 

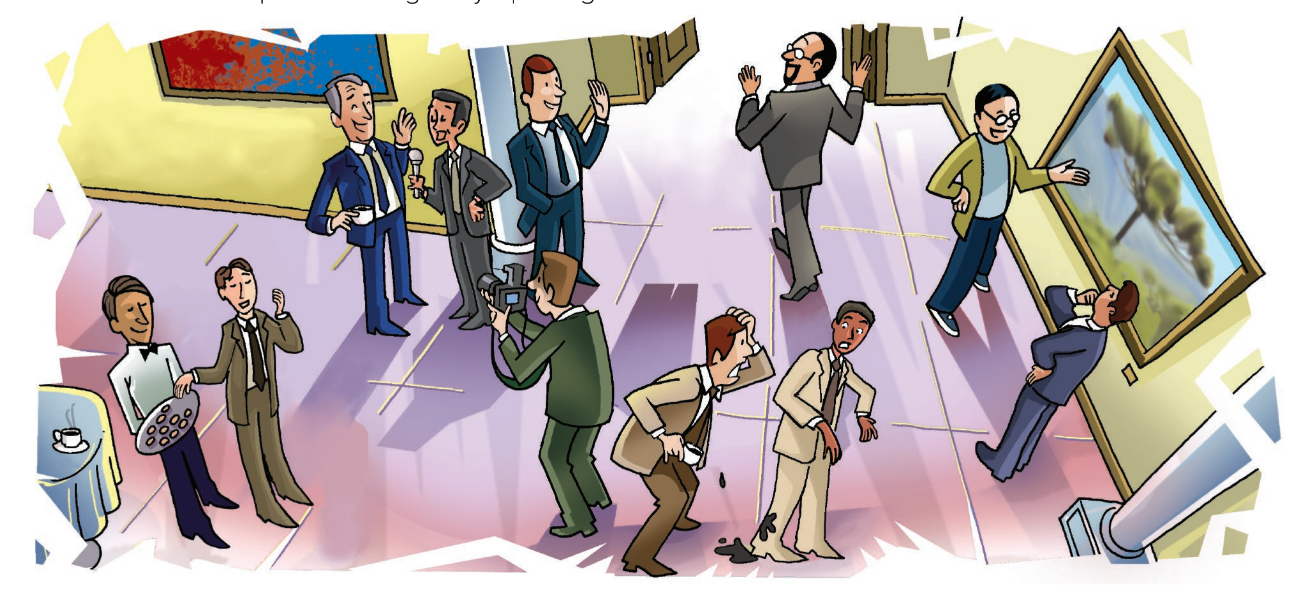
Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is...?
B: Funny.

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative

5 Listening 

Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.



☐ The man who is taking a snack
☐ The waiter who is carrying the tray
☐ The artist who is talking about his painting
☐ The man who spilled his coffee
☐ The person who is taking the photo
☐ The man who is leaving the gallery
☐ The man who is talking to a reporter
☐ The man who is complimenting the artist

6 Pronunciation 

Listen. Notice the stress in the adjectives. Then practice.

talkative	ath**let**ic	ef**fi**cient	pessi**mis**tic
generous	per**sua**sive	re**li**able	absent**mind**ed

7 About You 

1. Have you ever bought anything on the street? What?
2. Have you ever talked to a reporter? Where? When?
3. Have you ever ridden in a pedal cab? When? Where?
4. Have you ever been to an art gallery? Describe the art you saw there.
5. Describe yourself. What kind of person are you? Use the adjectives in the box in **Language in Context** above to help you.

8 Conversation 



Lars: I realize it's part of your job, but it's a real treat for me to be invited to these charity events. Do you know many of the celebrities here?

Ken: Of course. Quite a few. The tall man who was standing at the door when we came in is Colin Parker.

Lars: Isn't he the one who started his own airline?

Ken: That's right. And that's Tony Kramer, the editor of *Success*. I worked with him on the magazine while I was in London.

Lars: Is that a reporter with him?

Ken: No, no. That's Patrick Logan, the football player.

Lars: Really? I mean, he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.

Ken: That's B.W. Actually...



Your Ending

What do you think Ken answers?

1. We went to college together.
2. He was my boss.
3. I interviewed him once.
4. Your idea: ____________

Real Talk

a real treat = something very pleasant and enjoyable
Of course. = to answer yes in a strong way
I mean = a phrase to introduce an explanation of what one has said

About the Conversation

Answer ***true*** or ***false***.

1. Colin Parker is the man who has his own airline company.
2. Tony was the director of a British TV station.
3. Ken worked with Tony while he was in London.
4. Tony is talking to a reporter.
5. B.W. is the man who is wearing a turtleneck sweater.

Your Turn

Imagine you were a guest at this charity event. You are looking at the pictures while a friend is asking you all about the different people.



9 Reading 

Before Reading

1. Do you know about people who work for charity?
2. Have you ever worked for charity? What was your experience like?

Simple Ideas, BIG Results

Muhammed Yunus, Nobel Peace Prize Winner



Muhammed Yunus, often called "the world's banker to the poor," received the Nobel Peace Prize in 2006 for his pioneering work against poverty. Yunus said he would use the $1.35 million prize money to "find more innovative ways" to help the poor.

Yunus founded the Grameen Bank in 1976 with just $27 from his own pocket. The idea came to him while he was teaching economics at Chittagong University in southern Bangladesh, which is one of the poorest nations in the world. He and his students started an experimental project: They lent poor people small amounts of money. The people used the money for their own small businesses; for example, to buy straw to make stools. Until then, the local people relied on local moneylenders who were not always fair.

Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about $9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent $24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.

Mohammed Abdul Latif Jameel, Businessman and Philanthropist



Mohammed Abdul Latif Jameel has received many awards for his humanitarian work to solve the crisis of poverty around the world. In 2012, he was named "Saudi Volunteer of the Year" for establishing job creation programs in Saudi Arabia and the Middle East. Unemployment is the main cause of poverty, and Jameel realizes that governments need the support of businesses to solve the problem. Jameel says, "My father taught me an important lesson in running a business: never to forget that life is not just about you—it is about what you can do for others."

Jameel studied at MIT where he joined the Poverty Action Lab. In 2005, he made a huge donation to the organization, and it was renamed J-PAL in honor of his father, Abdul Latif Jameel. J-PAL is a group of expert researchers whose mission is to reduce poverty in the world by finding scientifically-based solutions. In Saudi Arabia, he established the Abdul Latif Jameel Community Initiatives program (ALJCI). One project of ALJCI is Bab Rizq Jameel (BRJ), which focuses on creating job opportunities. Between 2003 and 2012, BRJ created more than 230,000 jobs in the Kingdom and over 300,000 in the Middle East. ALJCI also supports projects in business financing, education and training, health, and art and culture.

After Reading

A. Choose the correct meaning according to the text.

1. poverty (line 2)	**a.** pollution	**b.** being poor	**c.** disease
2. to rely on (line 9)	**a.** to accept	**b.** to trust	**c.** to depend on
3. loan (line 13)	**a.** money you borrow	**b.** money you earn	**c.** money lost
4. to establish (line 20)	**a.** to create	**b.** to buy	**c.** to give money to
5. unemployment (line 21)	**a.** lack of money	**b.** lack of education	**c.** lack of jobs
6. to reduce (line 27)	**a.** to make more	**b.** to stop	**c.** to make less

B. Answer the questions about the reading.

1. Why did Yunus receive the Nobel Peace Prize?
2. What work was he doing when he thought of the idea?
3. How did his system work?
4. How long has he had the Grameen Bank?
5. Why was Jameel named "Saudi Volunteer of the Year"?
6. What did Jameel learn from his father?
7. What is the purpose of J-PAL?
8. What kind of projects does ALJCI support?

C. Complete the chart.

How are Muhammed Yunus and Mohammed Abdul Latif Jameel alike?

Discussion

In your opinion, who do you think offers more to society—Muhammed Yunus, who helps people to start their own businesses and earn a living, or Mohammed Abdul Latif Jameel, who helps create job opportunities?

10 Project 

Research someone "who has made a difference" in your country or to the world. Present your findings to the class.



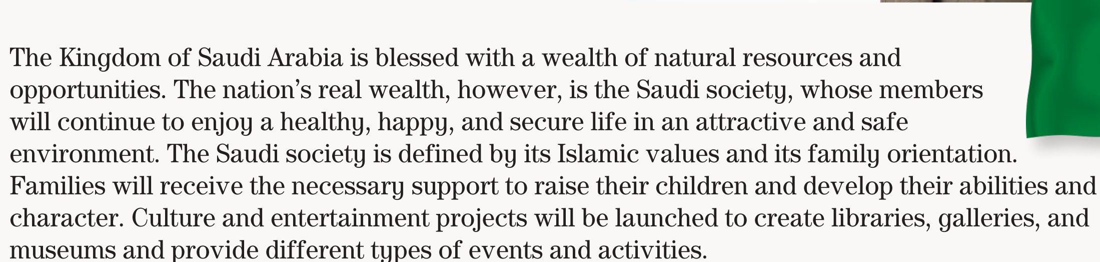
11 Writing



The Kingdom of Saudi Arabia is blessed with a wealth of natural resources and opportunities. The nation's real wealth, however, is the Saudi society, whose members will continue to enjoy a healthy, happy, and secure life in an attractive and safe environment. The Saudi society is defined by its Islamic values and its family orientation. Families will receive the necessary support to raise their children and develop their abilities and character. Culture and entertainment projects will be launched to create libraries, galleries, and museums and provide different types of events and activities.

The Kingdom's fast growing economy will offer equal opportunities for all citizens through a high quality educational system that meets the needs of the job market. The business environment will be renewed in order to attract entrepreneurs, as well as large or small businesses. Improved facilities and services will attract international trade and make Saudi Arabia the transportation center for Europe, Africa, and Asia. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and urban areas.

Government services will be effective and transparent to facilitate the growth and development of private and non-profit sectors. Many government services and assets will be privatized and monitored by the state, to ensure a better profit and a successful performance.*



** Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

A. Read the text about Saudi Arabia's 2030 Vision.

1. Underline and make notes about key changes and events in the chart.

Families	Culture & Entertainment	Economy	Government

2. Which verb forms are more frequent in the text? Why?

B. With a partner, choose a topic and write about your vision of:
- schools in the future
- my city / town / village in the future

Use your imagination. Draw one or more pictures, if you wish.





12 Form, Meaning and Function 

Can/May/Could

We use the modal verbs *can, may*, and *could* to ask for permission.

Ask for Permission	Agree	Refuse
Can I ask you a question?	Yes, of course.	I'm sorry, but...
May I speak to the manager?	Certainly./Sure.	That's not possible...
Could I make a reservation?	All right.	I'm afraid...

FYI* *May / Could* are more formal

We use *would like (to)*... for polite requests: I **would like to** book a room.

Complete the telephone conversations. Then practice them with a partner.

A. Asking for information

A: Good morning. Greenwich Bank.
B: Hello. (**1**) ______________ I please speak to the manager?
A: (**2**) ______________, the manager is busy at the moment. (**3**) ______________ I help you with something?
B: No, thank you.
A: Well, if you (**4**) ______________ to leave your name and phone number, I will ask him to call you.
B: Sure. My name is ______________. He can reach me at ____________________________.

B. Making a reservation

A: Wyatt Hotel. Good afternoon.
B: Hello. I (**1**) ______________ to book a room for May 14th and 15th.
A: (**2**) ______________. And how many guests will that be for?
B: Just one. (**3**) ______________ I also have breakfast, please?
A: Sure. The price is ______________ per night. (**4**) ______________ I have your name and credit card number, please?
B: My name is ______________. My visa card is ____________________________.

C. Ordering a taxi

A: Speedy Cabs. How (**1**) ______________ we help you?
B: Hello. I (**2**) ______________ a taxi to the airport, please.
A: (**3**) ______________ you give me your address?
B: Yes, it's ____________________________.
A: All right. A driver will be there in ten minutes.
B: That's great. (**4**) ______________.

D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.
B: Hello. My name is ______________. I'm Dr. Green's patient. (**1**) ______________ I make an appointment to see the doctor on Tuesday morning?
A: (**2**) ______________ that we don't have any available appointments on Tuesday.
B: How about Wednesday morning?
A: Let me see. (**3**) ______________ to come at nine o'clock?
B: Yes. That (**4**) ______________ be fine. Thank you.

*FYI: For Your Information



1 Listen and Discuss

Which of the problems in the pictures happen in your family?

Sharing is Caring

A

Have you finished using my scissors?

I gave them back to you.

B

Have you cleaned up your room yet?

Yes, I've already done it.

C

Why haven't you done the dishes yet?

Because I was doing homework. And there's no dishwashing liquid.

D

Please stop playing that game.

I can't stand listening to it anymore.

E

Have you fed the goldfish yet?

Yes, I've just given them some food.

F

Please put away my hair dryer after you use it.

OK. And can I borrow your shampoo?

G

Who used my toothpaste?

I hate this program. I'm going to turn it off.

Stop doing that. It's going to blow up and mess up my nail polish.

Common Complaints in Families

Many families list the same complaints. Here are some common ones.

- Leaving dirty clothes and shoes all around the house
- Using someone else's hairbrush
- Splashing toothpaste all over the bathroom mirror
- Borrowing things and not asking first
- Not cleaning your room
- Spending a lot of time in the bathroom
- Playing the TV or video games very loudly

Quick Check ☑

A. Vocabulary. Complete the expressions based on the pictures.

1. Have you done ________________?
2. Have you fed ________________?
3. I can't stand ________________.
4. Who used my ________________?

B. Comprehension. Answer the questions about the pictures.

1. Why hasn't the boy done the dishes yet?
2. What can't the father stand?
3. What has the girl just given the fish?
4. What should the sister do after she uses the hair dryer?

2 Pair Work 

A. Ask and **answer** about household chores.

- Have you taken the garbage out yet?
- Yes, I've already done it. OR No, I haven't done it yet.

B. Imagine you are part of the family in the pictures. Make requests.

- Please stop using my hair dryer.
- Don't you remember? You lent it to me.

C. Ask and **answer** about yourself.

- What do people do around the house that you don't like?
- I can't stand people eating while they're using the computer.



3 Grammar 

Present Perfect with *Already, Yet, Just*

You can use the present perfect to talk about events that happened *before now*.
It is possible that the event happened earlier than expected.

Questions	Affirmative (+)	Negative (–)
Have you done the dishes **yet**?	Yes, I've **already** done them.	No, I haven't done them **yet**.
Have you **already** washed the clothes?	Yes, I've **just** washed them.	No, I haven't washed them **yet**.

Verb + Gerund

Use the gerund form (which ends in -*ing*) after the following verbs:

avoid	enjoy	give up	imagine	mind	stop
can't stand	finish	hate	keep	miss	suggest

He **can't stand waiting** in line.
We **miss being** with our friends.
I **don't enjoy sitting** in the sun.
They **stop playing** tennis in the winter.

Two-Word Verbs

Two-word verbs are common in English. They have a verb + particle.
Object pronouns always come between the verb and the particle.

Turn down the TV.	**Turn** the TV **down**.	**Turn** it **down**.
Put away your clothes.	**Put** your clothes **away**.	**Put** them **away**.

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?
B: Yes, I've already done them.



1 

2 

3 

4 

B. Work in small groups. Which of the following do you enjoy doing? Which of the following do you dislike doing? Add your own ideas.





C. Rewrite each sentence with a two-word verb in two ways.

Turn on the TV.

Turn the TV on. *Turn it on.*

1. Put away the toys.

   ______________ ______________

2. Clean up the mess.

   ______________ ______________

3. Take out the garbage.

   ______________ ______________

4. Turn off the light.

   ______________ ______________

5. Throw away these old shoes.

   ______________ ______________

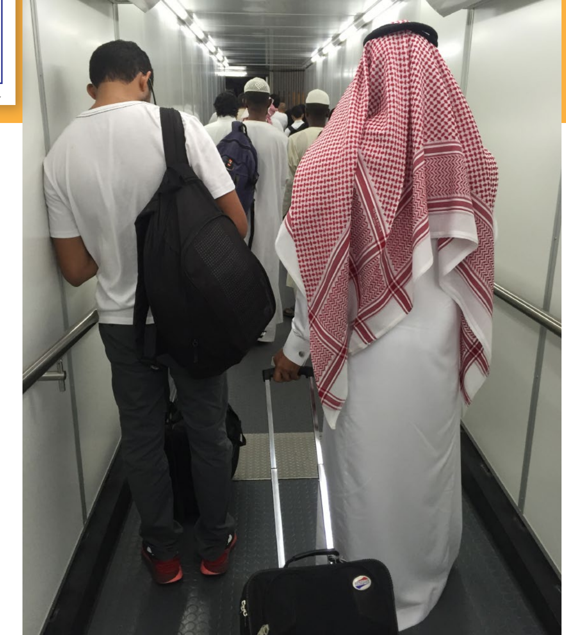
D. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I — *I can't resist eating dessert after meals.*

1. she / clean / can't stand / the house ______________
2. live / our grandparents / enjoy / in the country ______________
3. the children / hate / their ice cream / share ______________
4. eat / Mom's food / we / miss ______________
5. my sister / my toothpaste / use / stop / have to ______________
6. the workers / paint / the house / finished ______________



4 Language in Context 



Mark the things that annoy you.
Then compare your list with a partner.

I can't stand it when people:

_____ show up late
_____ don't put things away
_____ don't give back what they borrowed
_____ don't clean up after meals
_____ don't take out the garbage
_____ use up all the milk, sugar, etc.

Others: ______________________________

5 Listening 

Ken and Jake are away at college.
Listen and mark the things they miss from home.

	Ken	Jake
family		
homemade food		
friends		
basketball		
video games		
laundry		
privacy		

6 Pronunciation 

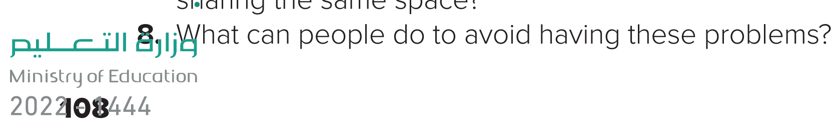
Listen. Notice the different sounds of vowels followed by ***r***. Then practice.

1	2	3	4
/ɛr/	/ɔr/	/ɪr/	/ər/
sh**are**	ch**ore**	h**ere**	w**or**d
h**air**brush	sciss**or**s	**ear**	h**ear**d

7 About You 



1. Do you have obligations at home? What do you have to do?
2. Do members of your family share household chores?
3. Do you share a room? If yes, do you have any problems?
4. Do other family members use your things? What things?
5. What things shouldn't you share?
6. What things do you think it is possible to share?
7. What do you think are the most common problems of people sharing the same space?
8. What can people do to avoid having these problems?



8 Conversation 





Amal: So, has your nephew left yet?
Sarah: Yes, Kareem has already gone. At long last!
Amal: How long did he stay?
Sarah: Almost three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.
Amal: But he seemed like such a nice young man.
Sarah: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Kareem eating and making a mess, with his feet on the furniture...
Amal: That's a bit too much, isn't it?
Sarah: That's what I thought.
Amal: So what did you say to him?

Real Talk

At long last! = Finally!
That's a bit too much. = This has gone too far.

Your Ending

What do you think Sarah said to Kareem?

1. Kareem, please eat in the kitchen. Not in here.
2. Kareem, I don't know how you behave at home, but in our house we have some rules.
3. Kareem, don't you think it's time you started cleaning up after yourself?
4. Your idea: ____________

About the Conversation

1. How long did Kareem stay?
2. Was he welcome at his aunt's house at first?
3. What complaints did Sarah have about her nephew?

Your Turn

A. Role-play the conversation. Make up a reply for Kareem.

B. Interview Kareem about his stay with his aunt.



9 Reading





Before Reading

Think of the three things that other people do that irritate you the most. Compare your list with a partner.

Complaints

What can't you stand? What drives you crazy? What really gets under your skin?

Do you have a complaint? Let it out. Here's your forum.
Add your complaint to the list.

ADD

- Standing in line at checkout counters at the supermarket.
- Listening to people talking on their cell phones in restaurants. It's annoying.
- When people talk on their cell phones and drive.
- People who use words like *cool* and *stuff* all the time. Also, people who use the word *like* all the time in conversation. The word takes the place of adjectives, nouns, and intelligence.
- Rushing to the phone and finding out it's a telemarketer who's calling.
- People who lost weight and now try to control what others eat.
- People who are always late, and people who are late and don't apologize.
- When salespeople try to talk you into buying something you don't want or need.
- People who don't say "please" and "thank you."
- When people enter a door or an elevator and don't hold it open for the person who is right behind them.
- I can't stand people who chew with their mouths open.
- It drives me insane when I call up a company and I get "Press 1 for A, 2 for B, 3 for C," and so on. Or the common assurance "Your call will be answered in the order it was received," and then you have to wait forever while they put you on hold.
- When people don't give up their subway or bus seats to seniors or to those with disabilities.
- People who stand in the way of others who want to use an escalator or doorway.
- People who change the TV channel without asking when someone else is clearly watching.
- People who stand in someone else's line of sight in front of the TV during the last 30 seconds of any show or game.
- People who "borrow" stuff without asking and don't give it back.
- When someone constantly interrupts you while you're speaking.
- When people leave a pile of dirty dishes in the kitchen for others to clean up.



After Reading

A. Match the two-word verbs with their meanings.

1. ____ let out	**a.** learn
2. ____ find out	**b.** let someone have
3. ____ clean up	**c.** phone
4. ____ give back	**d.** express yourself freely
5. ____ call up	**e.** make things neat
6. ____ give up	**f.** return



B. Write three expressions that mean "to irritate."

1. ____________________________________

2. ____________________________________

3. ____________________________________

C. Answer ***true*** or ***false*** about the complaints in the forum.

In general, people disapprove of the following:

1. _____ people talking on cell phones in public places

2. _____ people on a diet

3. _____ people who don't wait their turn

4. _____ people who do the dishes right after a meal

5. _____ people using an escalator instead of the stairs

Discussion

1. Which of the things listed in the **Reading** do you think show bad manners?

2. Compare and discuss your complaints with your classmates.

3. What is the most common complaint in your class?



10 Project 

Interview one or two young people who have left home to attend college. Find out what they miss most about home. Present your findings to the class.



11 Writing

A. Read the information in the **Writing Corner**. Complete the sentences with ***who, that, which, whose***, or ***where***.

1. It's inconsiderate when passengers on the bus put their shopping bags ___________ other people want to sit.
2. I can't stand people ___________ throw litter in the street.
3. I don't care for people ___________ ring tone is too loud.
4. It irritates me when people don't put things back ___________ they found them.
5. It gets on my nerves when people say things ___________ aren't true.
6. I hate those advertisements ___________ continuously pop up on my computer screen.
7. It bothers me when I have coffee with a friend ___________ is constantly texting on his phone.
8. Car alarms ___________ go off in the middle of the night are really annoying.

Writing Corner

We use relative clauses to make clear which person or thing we are talking about.

1. Use *who* or *that* for people.
   I can't stand people **who/that** cut in front of the line.
2. Use *which* or *that* for things.
   It's annoying when salespeople try to sell you things **which/that** you don't need.
3. Use *whose* to show possession.
   I dislike people **whose** behavior is rude.
4. Use *where* for places.
   It annoys me when people park their cars on sidewalks **where** pedestrians walk.

B. Complete the chart with notes on impolite behavior and how it affects others.

Impolite behavior	Effects

C. Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit.





12 Form, Meaning and Function

Can't/Must

Use *can't* and *must* to speculate about something. Use *must* to say we are sure of something. Use *can't* to say that we think something is impossible.

It **can't** be rain. There isn't a cloud in the sky.

It **must** be the neighbor. She's watering the plants on her balcony.

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger. *So...that* and *such...that* are used to show cause and effect.

so* + adjective/adverb + *that

He is **so** fast **that** he won the race.

He ran **so** fast **that** he won the race.

so* + *many/much* + noun + *that

He has **so many** books **that** he can hardly carry them.

I have **so much** homework **that** I can't go out tonight.

such* + adjective + noun + *that

It was **such** a difficult test **that** none of the students did well.



A. Complete the sentences with ***can't*** or ***must***.

1. Badria couldn't sleep last night. She ______________ be tired.
2. Ahmed's just joking. He ______________ be serious.
3. You haven't eaten all day. You ______________ be hungry.
4. Look how tall he is! He ______________ be over two meters tall.
5. It ______________ be six o'clock already. Where does the time go?
6. That's impossible. It ______________ be true.



B. Complete the conversation with ***can't, must, so,*** or ***such***. Then practice the conversation with a partner.

A: This (**1**) _________ be your apartment!

B: Don't you recognize it?

A: Not at all. It was (**2**) _________ run down that I wondered why you wanted to buy it.

B: Well, it was (**3**) _________ cheap that I could afford it. And it has (**4**) _________ a beautiful view of the harbor.

A: But...

B: I know. It was (**5**) _________ a mess that I couldn't stand it. The paint was (**6**) _________ old that it was coming off the walls, and the floors... There were just (**7**) _________ many things to fix that I took some time off work to renovate.

A: You did this yourself? You (**8**) _________ be joking. You did (**9**) _________ a good job that it looks professional.

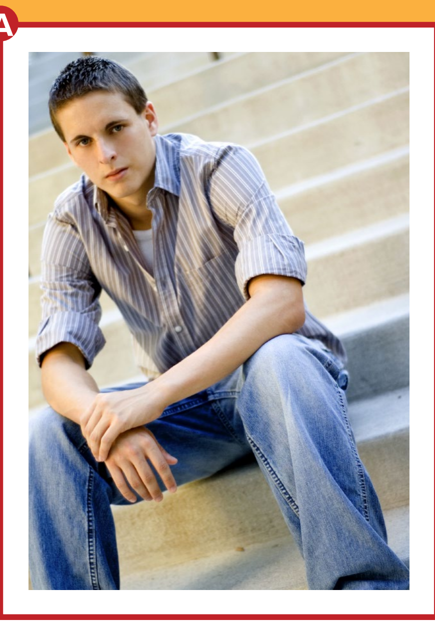
B: Thanks. I just have one complaint. I worked (**10**) _________ hard that I'm exhausted. I need another week off to rest.

11 Making Choices



1 Listen and Discuss 

Read the quotations, and give your comments.



A

If I don't wear cool clothes, I won't fit in. But who cares?

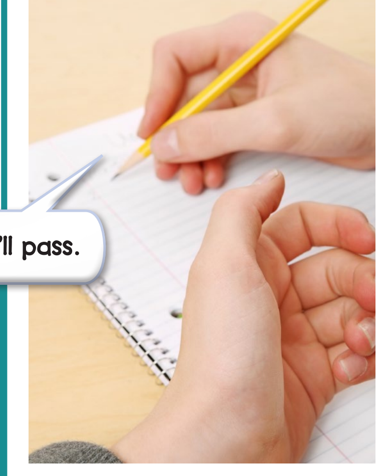
If Victor doesn't wear fashionable clothes, he won't fit in with the crowd. But he doesn't mind. He likes to have his own personal style.



B

Tennis involves a lot of traveling, and so I'll be away from my family a lot. But there are many benefits, such as visiting a lot of countries, meeting interesting people, and learning about different cultures.

If Fahd becomes a professional tennis player, he won't see his family very often. But he'll visit new places and meet new people.



C

If I study for this test, I'll pass.

If Jimmy studies, he'll probably pass. But he won't be able to go to the football match with his friends.



D

If I buy the gold bracelet, I'll spend a lot of money.

Sabah wants to get her daughter a graduation gift, but she thinks the gold bracelet is too expensive. She'd rather save the money for her daughter's college studies.

The Department of Roads and Highways says that if it builds a new highway, it will bring a lot of development to the area.

The local farmers would rather keep the scenic route. They don't want a lot of traffic and pollution in the area.



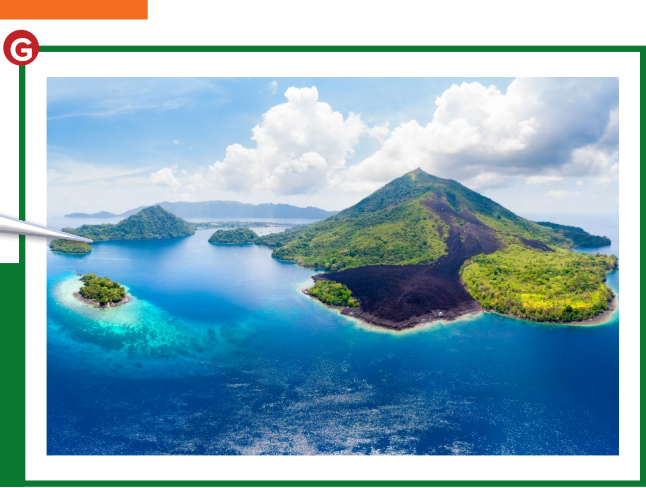


If I speed along this road, I might get a ticket or even have an accident.

Omar had better not speed along this road, or he might have an accident.

If we build a resort on this site, it will generate lots of jobs for the people on the island.

Conservationists are against building the resort because they say it will interfere with the environment.



Quick Check ✓

A. Vocabulary. Match the words with the definitions.

1. _____ to study
2. _____ to fit in
3. _____ a ticket
4. _____ benefit
5. _____ scenic

a. advantage
b. a fine
c. to prepare for a test
d. with beautiful views
e. to be similar to or to blend with

B. Comprehension. Answer ***true*** or ***false***.

1. _____ If Jimmy doesn't study for the test, he won't learn anything.
2. _____ If Sabah buys the bracelet, she won't save money.
3. _____ If Omar speeds on that road, he won't get into trouble.
4. _____ If Fahd becomes a professional tennis player, he won't have to travel.
5. _____ If they build the resort, it won't cause any problems.
6. _____ If they don't build a new road, they won't spoil the peace and quiet.

2 Pair Work



Ask and **answer** about the people's comments.

- What will happen if Jimmy studies for the test?
- He might get a good grade, and he will pass.

- What will the conservationists do if they try to build the resort?
- They'll speak out.



3 Grammar 

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.
If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If Saeed **gets** the job, he**'ll be** very happy.
If Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.
If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Do you prefer to drive along the scenic route or take the highway?
B: I'd rather drive along the scenic route.

A. Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you __________ (heat) water to 100 degrees Celsius, it __________ (boil).
2. If they __________ (climb) up to 4,000 meters, they __________ (need) oxygen.
3. If you __________ (not cross) its path, the snake __________ (not bite) you.
4. If we __________ (get) this 4K television, we __________ (see) the game better.
5. If you __________ (mix) flour and water, you __________ (end up) with batter.
6. If he __________ (not obey) the speed limit, he __________ (get) a ticket.

B. Work with a partner. Say what will/might happen in the following situations.

1. If we take the scenic route, ______________________________.
2. If we spend the day in the country, ______________________________.
3. If we rent a boat, ______________________________.
4. If we bring a picnic lunch, ______________________________.
5. If we invite some friends to come along, ______________________________.
6. If we have time, ______________________________.
7. Your idea: ______________________________.

C. Look at the picture, and match the parts of the sentences.

1. If she leaves the food on the ground, ____
2. If the cow crosses the road, ____
3. If the boy doesn't stop hitting their nest, ____
4. If the man catches a fish, ____
5. If it rains on the farm, ____
6. If the toy plane crashes, ____

a. he'll be pleased.
b. the boy won't be happy.
c. the ants will take it.
d. it'll be good for the farmer's crops.
e. the truck might hit it.
f. the wasps will sting him.



D. Make up your own questions and answers with *if* about the picture.

Question: What do you think will happen if the government builds a highway along this route?

Answer: If they build a highway, a new shopping mall will go up.
If they build a highway, there won't be any cows in the field.

E. What would you rather do? Share your choices with a partner.

live in the city / live in the country
I'd rather live in the country than live in the city.

1. get a job / go to college
2. lie in the sun / sit in the shade
3. cook dinner / wash the dishes
4. live in an apartment / live in a house
5. travel by train / travel by plane
6. go to the beach / go to the mountains
7. have cold weather / have hot weather
8. eat at home / eat at a restaurant



4 Language in Context

How will the following things affect your life? Discuss in small groups.

If I don't go to college, I might not get a good job.

go to college
learn English well
save some money
move to another town
travel to other countries
get good grades
get a scholarship
get a lot of money

5 Listening



A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.

B. Listen again and write **F** if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.

C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.

		Check if Mentioned	F (Farmer) or H (Highway)
1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		

6 Pronunciation



Notice the common consonant clusters at the beginning of words. Then practice.

sp	tr	cr	pr	gr
speed	**tr**affic	**cr**owd	**pr**efer	**gr**ow

7 About You



1. Have you ever had to make a difficult choice in your life? What were the options? What were the positive and negative results?
2. Have you ever helped a friend to decide about a personal dilemma? Tell about it.
3. What are the most common important choices young people in your country have to make?

8 Conversation 

Adel: What are you doing on the weekend?

Faisal: My plans are still up in the air. Sometimes there's nothing interesting to do, but this weekend I have three good choices.
I don't know which one to do.

Adel: What are the three things? I might be able to help you make up your mind.

Faisal: OK. First, Fahd has just graduated from college, and he's invited me to dinner. If I don't go to Fahd's graduation, he's going to be very hurt. I'm one of his closest friends, you know. Second, Khalid invited me to spend the weekend at his family's house at the beach. Third, the airshow is taking place, and Tariq asked me to go with him this weekend.

Adel: What's your preference?

Faisal: I'd much rather go to the airshow. If I don't go this weekend, I may not get another chance to see it.

Adel: It seems to me, you should do what you feel like doing. If you go to the airshow, explain to Fahd and Khalid why you're going. I'm sure they'll understand.



▲ **Saudi Hawks performing aerobatics (Souq Okaz, Taif, Saudi Arabia, 2017)**

Real Talk

up in the air = undecided
make up your mind = decide
It seems to me = a way to introduce an opinion

About the Conversation

1. What are Faisal's plans for the weekend?
2. What are his choices?
3. What will happen if he doesn't go to Fahd's graduation?
4. What will he regret if he doesn't go to the airshow?
5. What do you think Faisal should do?

Your Turn

A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.

B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

رابط الدرس الرقمي
www.ien.edu.sa

9 Reading 

Before Reading

Have you ever had to make a serious decision in your life? Discuss.



The Right Choice

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to Nuremberg to study art at the academy. Meanwhile, Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn high fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No… no… no… no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or canvas with a pen or a brush. No, brother, for me it is too late."

In order to show his gratitude to Albert, Albrecht Dürer drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply *Hands*, and the entire world almost immediately opened their hearts to his great masterpiece.



Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.

After Reading

A. Explain the following expressions in your own words.

1. could not afford

____

2. to work out a pact

____

3. to fulfill his ambition

____



▲ **Albrecht Dürer House, Nuremberg, Germany**

B. Now in your own words explain the brothers' choice.

____
____
____
____
____
____

C. Answer ***true*** or ***false***.

1. _____ The father worked very hard as a tailor in order to support his family.
2. _____ The two boys were talented and wanted to become artists.
3. _____ The father didn't have enough money to send his sons to the academy.
4. _____ One brother would stay at home while the other went to Nuremberg.
5. _____ By the time he graduated, Albrecht's works were already known.
6. _____ Albrecht came back home to fulfill his part of the deal.
7. _____ His brother Albert couldn't go to the academy because he had broken fingers.
8. _____ Albrecht drew his brother's hands to express his gratitude.

Discussion

What do you think about the saying: "No one ever makes it alone!"
Discuss in a group, and give examples.

10 Project 

As a class, discuss local issues like the one about the highway in the **Listening** on page 118. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the **Listening**, in which people who support different sides of the issue are interviewed.



11 Writing

I won't risk failing again!

A. Read the article about making choices. Circle the gerunds.

Making Choices

Your life is a result of the choices you make. Some everyday choices are simple and usually have very little impact on your life, while others can have serious consequences on your future.

Deciding what to wear or what to eat for lunch, for example, is usually of very little consequence. If you choose not to wear a jacket on a cold day, the worst thing that can happen is that you may come down with a cold for a few days. Choosing not to study for a test, however, could have more serious consequences. If you don't study, you will probably get a low grade or fail the test. Yet, sometimes making "bad" choices like these can help you learn to make "good" ones in the future. The next time it's cold, you will consider wearing a jacket. And the next time you have a test, you will study hard so that you won't end up failing.

But life also has more important choices to make, such as deciding on a career to follow or which university to attend. Making decisions like these is often difficult, so it's important to think about them carefully. One way to do this is to make a list of the positive and negative aspects before deciding. After comparing them, the right choice may seem clear. Another thing you can do is ask someone that you trust for advice. An older member of the family or a teacher who has had more life experience will be able to guide you in the right direction.

Remember that you are responsible for making choices, whether they are "good" or "bad." If you realize that a choice you have made is wrong, then it's up to you to decide how to make it right.

Writing Corner

1. Gerunds and gerund phrases can act as subjects.
   Deciding what to wear, for example, is usually of very little consequence.
2. Gerunds and gerund phrases can act as direct objects of verbs.
   The next time it's cold, you will consider **wearing a jacket**.
3. Gerunds can act as objects of prepositions: *before, after, for, of, in, without*, etc.
   Make a list of the positive and negative aspects before **deciding**.

B. Write notes in the chart about personal choices you have made and their consequences.

Choices	Consequences

C. Write about choices that you have made and their positive or negative consequences. Who has influenced your choices? What have you learned from the "bad" choices?





12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause and *would* in the main clause.
If they **built** a new highway, the farmers **would** be affected.
If I **was/were** rich, I **wouldn't** have to work.

The contraction of *would* is *'d*: *I'd, you'd, he'd, she'd, we'd, they'd.*
They**'d** be happy **if** they **had** time to take a vacation.

Wish

Use *wish* + the simple past for things you want to happen in the present but probably won't.

They don't have much time. — They **wish** they **had** more time.
I have to study today. — I **wish** I **didn't have** to study today.
Faisal isn't rich. — Faisal **wishes** he **was/were** rich.
I can't speak French. — I **wish** I **could** speak French.

Note: The form of the verb *be* is often *were* for all subjects in imaginary situations and wishes.

A. Match the sentence parts.

1. ____ If my family had to move to another city,
2. ____ If everyone cared for the environment,
3. ____ If he had more work experience,
4. ____ If people took the bus more often,
5. ____ If he worked out at the gym every day,
6. ____ If I could travel anywhere in the world,

a. there'd be less traffic.
b. he'd be in good shape.
c. I'd visit New Zealand.
d. I'd miss my friends.
e. he'd apply for the job.
f. there'd be less pollution.

B. Discuss the following situations with a partner. What would you do?



1. You have more free time to do something you really enjoy.
2. You were given a scholarship to study at the college of your choice.
3. You lent a good friend some money, but he/she didn't return it.
4. You are a conservationist and your job is to protect the environment.
5. Your classmate asked you to not study for an important test.

C. Write two sentences with ***wish*** for things that each person wants.

1. Trevor has to wake up early for work. He can never get enough sleep.
2. You don't feel well, so you can't hang out with your friends today.
3. There is so much pollution. We want more people to care for the environment.
4. You want to buy a new laptop, but you don't have enough money.
5. A friend asks Ali to go surfing. He can't go because he doesn't know how to surf.





12 Culture Shock



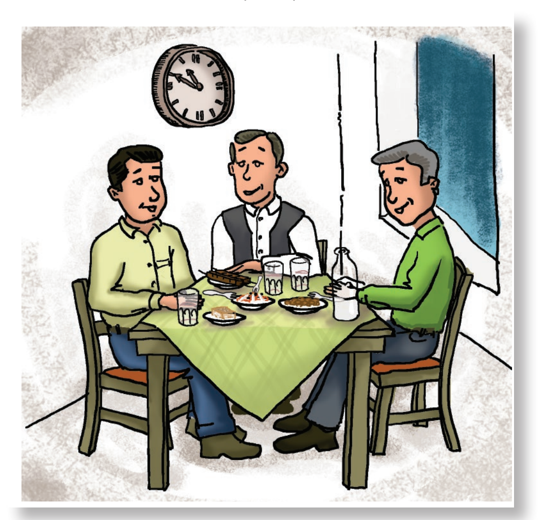
1 Listen and Discuss



Which of the following customs are similar in your country?

When in Rome, Do as the Romans Do

When you are visiting a new place, you should try to act as the local people do. Here are some tips.



In Mediterranean Countries ▲

Eating dinner late is a common custom in Mediterranean countries such as Italy, Greece, and Spain. No one goes out for a meal before 9 P.M., and most restaurants stay open past midnight. It is also common for people in these countries to take an afternoon break. Many stores close for 3 hours in the afternoon, allowing workers to eat with their family, rest, and return to work relaxed.





In England ▲

In England, it's customary to say "please," "thank you," "excuse me," and "sorry." It's polite to say "excuse me" if someone is blocking your way, and "sorry" if you accidentally bump into someone. And remember to stand in line (or as the British say, "queue up") and wait your turn patiently. It's a good idea to talk about the weather, a favorite topic of conversation with the British.



In Japan ▲

In Japan, be prepared to exchange personal or business cards. When a person gives you a card, don't put it in your pocket right away. The person expects you to read it and even comment on it. It is impolite not to do so.

◀ In Asian Countries

In many Asian countries, people eat with chopsticks. It's not polite to play with chopsticks or to cut and spear food with them. It's rude to leave them standing up in a bowl of rice. When not using your chopsticks, place them on the chopsticks holder. If you can't manage to eat with them, it's advisable to ask for a spoon or a fork.

In Mexico

In Mexico, all university graduates have a title, and they usually expect you to use it. Don't forget to call a university graduate, such as a lawyer or an engineer *Licenciado*.



In India

Removing shoes before entering a home is customary in India. In fact, it is common practice in many parts of the world. Try not to spread dust and mud in the house and on the carpets of your host.



In the United States and China

In the United States, remember to make sure you tip porters, taxi drivers, and waiters. Waiters expect to get a tip that is 15 percent of the cost of your meal. China is one of those wonderful countries where tipping is not practiced, and almost no one asks for tips.

In Germany

Being punctual is important to Germans. For business meetings it is a good idea to arrive a few minutes early. Hosts also expect their guests to be on time. Being late or rushing makes a bad impression.

Quick Check ☑

A. Vocabulary. Write down four sentences in the article that use expressions of advice and recommendation.

It's a good idea to…

B. Comprehension. Answer ***true*** or ***false***.

1. _____ It's not a good idea to discuss the weather in England.

2. _____ You are expected to take off your shoes in an Indian home.

3. _____ Make sure you call everyone in Mexico *Licenciado*.

4. _____ Be sure to carry business cards with you in Japan.

5. _____ Remember not to be late for an appointment in Germany.

6. _____ You should always remember to tip in China.

2 Pair Work



A. **Ask** and **answer** about customs in different countries using the information on these pages.

- What should I remember to do in England?
- Always remember to stand in line.
- Is it polite to cut your food with chopsticks in Japan?
- No, it isn't.

B. Give advice to travelers to different countries.

- It's advisable to have a snack before dinner in Spain.
- Why?
- Because people have dinner very late, and most restaurants stay open after midnight.



3 Grammar

Verb + Infinitive

The infinitive form can follow certain verbs, including the ones below.

afford, choose, decide, expect, forget, hope, learn, manage, offer, promise, refuse, remember, try

expect	We didn't **expect to arrive** so late.
manage	They **managed to get** an earlier flight.
refuse	The airline **refused to pay** for our hotel.
remember	I didn't **remember to bring** my toothbrush.
try	She **tried to sleep** on the plane, but she couldn't.

Remember: Some verbs are followed by gerunds. See Unit 10, page 106.

Verb + Noun/Pronoun + Infinitive

In Latin America, families **allow children to stay up** late.
In China, people don't **expect you to tip**.

It's... + Infinitive

It's polite to...
- not polite to.../impolite to...
- rude to...
- common to...
- wrong to...
- advisable to...
- a good idea to...

Note: Some of these expressions can be used for advice (for example, *It's advisable to..., It's a good idea to...*).

Expressions of Advice with Infinitives

Try to...
Try not to...
Remember to...
Don't forget to...
Make sure to...
Be sure to...

Gerunds as Subjects

A gerund can be used as the subject of the sentence.

Traveling is a good way to learn about other cultures.
Tipping is not common in Japan.

A. Make sentences. Use infinitives. Add ***it's*** where necessary.

1. good idea / follow / local customs ______________________
2. we / managed / get seats / on the crowded bus ______________________
3. not advisable / carry / a lot of money ______________________
4. make sure / tip / taxi drivers ______________________
5. try / stay / in places that are safe ______________________
6. polite / stand in line / for a bus ______________________

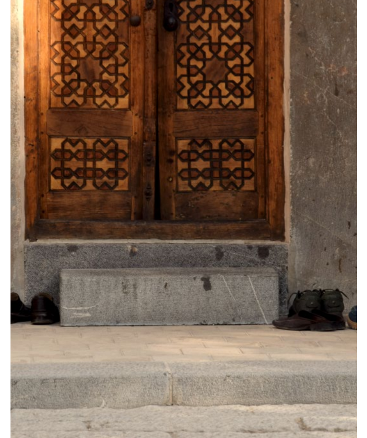
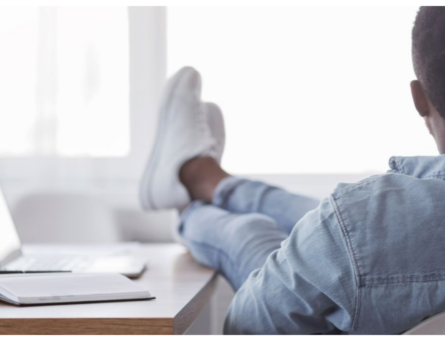
B. Complete the following sentences with infinitives. Use the information in the article on pages 124 to 125.

1. It's advisable ________________________________ in Japan.
2. It's not a good idea ________________________________ in Germany.
3. It's polite ________________________________ in England.
4. It's not common ________________________________ in India.
5. It's important ________________________________ in Mexico.
6. It's common ________________________________ in Mediterranean countries.

C. Look at the photos. What do you think is the polite/not polite thing or the right/wrong thing to do in your country?

It's polite for businessmen to shake hands.
Shaking hands is polite in my country.




D. Complete the sentences with the correct form—the infinitive or gerund. Review the list of verbs that can be followed by gerunds in Unit 10, page 106.

1. We enjoyed ________________ (drive) along the scenic route on the way to the ocean.
2. Mahmoud managed ________________ (change) the tire in the dark.
3. I refuse ________________ (try) different kinds of foods.
4. We kept ________________ (look) until we found a good restaurant for dinner.
5. I expected ________________ (pay) a lot of money for hotels.
6. I can't stand ________________ (wait) in long lines.
7. Please remember ________________ (take) your passport with you when you travel.
8. I tried ________________ (learn) some of the customs of the country before I traveled.



4 Language in Context 

Discuss with a partner how people handle the following situations in your country.

Standing in line to catch a bus is common. OR
It isn't common for people to stand in line to catch a bus.

standing in line
tipping
shaking hands
arriving late
eating late at night
taking a rest in the afternoon
taking your shoes off in the house
your idea: ______



5 Listening 

Listen to the advice about traveling to the United States. Then answer ***true*** or ***false***.

1. _____ Gestures are very similar all over the world.
2. _____ Americans usually introduce themselves with their last names.
3. _____ Americans like to stand really close when they are talking to others.
4. _____ People are expected to arrive on time at all events in the United States.
5. _____ It's polite for house guests to give a small gift in the United States.

6 Pronunciation 

Listen. Notice how ***to*** is reduced and pronounced quickly. Then practice.

It's polite **to** shake hands.
It's advisable **to** study the customs.
It's impolite **to** stare at someone.
It's common **to** exchange business cards.

7 About You 

1. What dos and don'ts do you know about for different countries? What are some cultural differences you know about?
2. Are there different customs in different parts of your country? What are the differences?
3. Have you ever lived or traveled abroad? Did you have any difficulty in adjusting?
4. Have you ever had a problem because of a cultural difference? Explain.
5. What are common gestures in your culture? What do they mean?



8 Conversation 

Will: So, what's it like living and working in China?

Edgar: Well, to be honest, in today's globalized world, there isn't really all that much difference anymore, especially in big cities like Shanghai, where I'm based. There's a lot of traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls just like in other large cities around the world.

Will: Have any differences struck you?

Edgar: Well, the food is very different, and eating with chopsticks was tricky at first, especially rice and noodles. But I got the hang of it.

Will: What about the language?

Edgar: Most of the people I work with speak English well. I'm still learning Chinese to handle everyday situations.

▲ Shanghai, China

Will: Is there anything else you're not used to yet?

Edgar: No, I've adjusted to the way of life. However, there's still one thing that's kind of weird to me. In China, the family name comes before the first name, and millions of people have the same surname. For example, Wang, Li, Zhang, Chen, and so on are the most common.

Will: No kidding!

Edgar: Yeah, at work when I called out Zhou, three colleagues used to answer me. But I managed to solve the problem.

Will: What did you do?

Your Ending

What do you think Edgar answers?

1. I found out the first name of each one.
2. Together we came up with a Western name for each: John, George, and Joe.
3. I left my work station and went and talked to each one.
4. Your idea: ____________



Real Talk

to be honest = used to state something more directly
to get the hang of = to get used to doing something the right way
kind of = rather
No kidding! = an expression of surprise and disbelief

About the Conversation

1. What things does Edgar say are the same in Shanghai?
2. What's his conversational Chinese like?
3. What did Edgar find difficult at first?
4. What is unusual about Chinese surnames?

Your Turn

Role-play the conversation like the one above but using a different country. Express surprise at some of the things mentioned.





9 Reading

Before Reading

What problems do you think people have adapting to a different culture?

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone.

The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. **THE ADJUSTMENT PHASE**
   This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.
2. **EMPTINESS OR REJECTION PHASE**
   The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.
3. **THE CONFORMIST PHASE**
   Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.
4. **ASSIMILATION PHASE OR COMPLETE ADJUSTMENT**
   In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.
5. **REVERSE CULTURE SHOCK**
   This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.



After Reading

A. Match the words with the definitions.

1. _____ flexible		**a.**	missing home and family
2. _____ frustrating		**b.**	able to change in different situations
3. _____ homesick		**c.**	beliefs about what is right or wrong
4. _____ stage		**d.**	person who has arrived recently
5. _____ newcomer		**e.**	annoying because you cannot do something you want
6. _____ novelty		**f.**	one level or phase in a series
7. _____ values		**g.**	to remember a pleasant feeling for a long time
8. _____ to cherish		**h.**	something new and interesting

B. Answer about the reading.

1. What do you think "fish out of water" means?

____

2. What do you understand by the term "culture shock"?

____

3. When did the expression first appear?

____

4. In your own words, classify the five different stages of culture shock.

____

Discussion

1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?

2. What experiences of culture shock have people that you know had when they visited another country?

10 Project 

Work in groups. Think of advice to give to travelers to your country. Make a list of tips to help them fit into the local culture.





11 Writing

A. In groups, read the quotes about culture and travel. Discuss what the quotes mean.

A people without the knowledge of their past history, origin, and culture is like a tree without roots.
—Marcus Garvey

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.
—Ralph Waldo Emerson

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.
—Clifton Fadiman

Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions.
—Paulo Coelho

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
—T.S. Eliot

Writing Corner

1. *Be used to* + gerund/noun means to be familiar with something usual.
   I **am not used to eating** with chopsticks.
2. *Get used to* + gerund/noun means to become familiar with something.
   I **am getting used to** some of the local customs.
3. *Used to* + infinitive refers to an action that repeatedly happened in the past, but does not happen now. The negative form is *didn't use to*.
   We **used to walk** to school. We **didn't use to take** the bus.

B. Complete the sentences with the gerund or infinitive of the word in parentheses.

1. The people here are used to ______________________ (stand) in line at the bus stop.
2. It isn't easy to get used to ______________________ (live) in a new cultural environment.
3. We are not used to the weather ______________________ (be) so cold and rainy.
4. She used to ______________________ (drink) coffee in the morning, but now she drinks tea.
5. He has gotten used to ______________________ (drive) on the left side of the road.
6. You may find it strange at first, but you'll get used to ______________________ (eat) the food.
7. I had difficulty with the language at first, but I'm used to ______________________ (speak) it now.
8. I didn't use to ______________________ (take) a nap, but now I rest for an hour every afternoon.

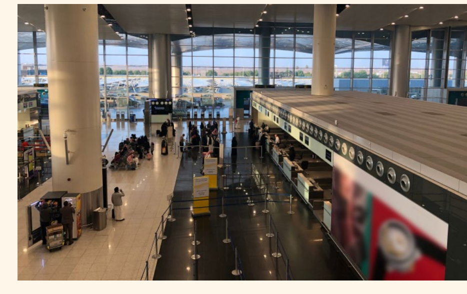
C. Imagine that you are staying in a foreign country. Write an email to a friend about the cultural differences you have experienced. Before you write, you may want to research the local habits, customs, gestures, cuisine, weather, etc.



12 Form, Meaning and Function 

Past Perfect

Use the past perfect tense (*had* + past participle*) to indicate an action that happened before another action in the past. Some time expressions that are used with the past perfect are: *after, already, before, by the time, ever, never, until*.



By the time we **got** to the airport, our flight **had** already **left**.
After she **had gone** to the hotel, Amal **exchanged** some money.
Had you ever **eaten** sushi before you **traveled** to Japan?
No, **I'd** never **tasted** sushi until I **visited** Japan.
He**'d had** the car for ten years before he **sold** it.

Note: The contraction of *had* is *'d: I'd, you'd, he'd, she'd, we'd, they'd*.

* See page 162 for a list of the past participles of irregular verbs.

A. Complete the sentences with the verbs in parentheses. Use the simple past and the past perfect.

1. They ______________ (already start) boarding the plane when I ______________ (arrive) at the gate.
2. Sabah ______________ (not know) how to use the chopsticks because she ______________ (never eat) in a Chinese restaurant before.
3. We ______________ (not manage) get a hotel room because we ______________ (not make) a reservation in advance.
4. I ______________ (never be) abroad until I ______________ (travel) to Paris last summer.
5. ______________ (you / learn) to speak French before you ______________ (go) to Paris?
6. The waiter ______________ (be) upset because his customers ______________ (not leave) him a tip.
7. By the time Faris ______________ (finish) his studies, he ______________ (live) in London for five years.
8. After he ______________ (adjust) to British culture, Faris ______________ (feel) quite comfortable living in London.
9. He ______________ (become) so familiar with the British customs that he ______________ (experience) reverse culture shock when he returned home.
10. Everyone ______________ (take off) their shoes before they ______________ (enter) the mosque.

B. Complete the text with the correct past tense of the verbs in parentheses.

I ___________ (**1.** always want) to visit China, and last year my dream ___________ (**2.** come) true. Before I _____________ (**3.** leave) home, I ____________ (**4.** plan) my trip carefully. I _____________ (**5.** got) maps and lots of expert advice from my travel agent. I _____________ (**6.** study) the Chinese customs, and I _____________ (**7.** even take) a course to learn some basic Chinese. I _____________ (**8.** spend) one month in China traveling to different regions of the country. I _____________ (**9.** see) amazing sights like the Great Wall, which _____________ (**10.** be) more spectacular than I _____________ (**11.** ever imagine). The scenery was so incredible that I _____________ (**12.** take) over 300 pictures in one day!

EXPANSION Units 9–12

1 Language Review 

A. Complete the sentences about yourself using a verb in the gerund form.

1. I can't stand ____.

2. I really enjoy ____.

3. I gave up ____.

4. I really miss ____.

5. I avoid ____

6. I hate ____

7. I don't mind ____

8. I suggest ____

B. Write three sentences about the things you've ***already done*** and ***haven't done yet*** this year.

1. ____.

2. ____.

3. ____.

4. ____.

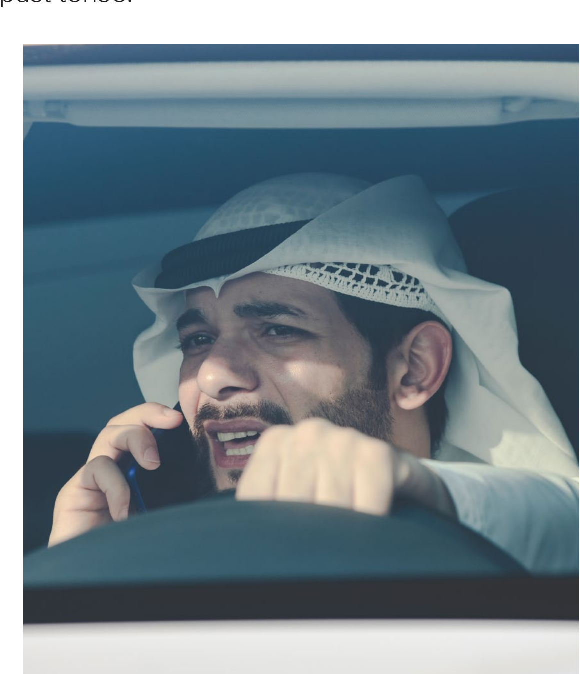
5. ____.

6. ____.

C. Complete the sentences with the past progressive or the simple past tense.

The other day I ______________ (**1.** be) on my way to school on my scooter. As I ______________ (**2.** drive) along, I noticed that the car in front of me ______________ (**3.** go) slowly, and it ______________ (**4.** move) from side to side. I realized that the driver ______________ (**5.** talk) on his cell phone. He ______________ (**6.** have) an argument.

He ______________ (**7.** make) gestures with his hand while he ______________ (**8.** drive), and I could see it coming! Suddenly he lost control of the car and ______________ (**9.** crash) into a tree on the side of the road. I stopped and ______________ (**10.** rush) to help him. Fortunately, he wasn't hurt, because he ______________ (**11.** wear) his seat belt.



D. Complete the questionnaire about yourself. Fill in the top. Check the items that are true for you on the bottom.

CAREER PATHWAYS

CAREER PLANNING SERVICES

Thousands of students have used our services to make successful career choices.

So why not fill in this questionnaire? We will send you, at no obligation, a complete guide to our services, together with details of aptitude tests that will help you choose a career that is right for you.

Name ____

Address ____

Occupation of interest ____________________ Male _____ Female _____ Age_____

....YOUR PERSONALITY....		....YOUR INTERESTS....	
talkative	☐	sports	☐
shy	☐	technology	☐
outgoing	☐	environment	☐
creative	☐	economics	☐
calm	☐	languages	☐
nervous	☐	geography	☐
ambitious	☐	science/math	☐
persuasive	☐	reading/literature	☐
hardworking	☐	history/archaeology	☐
reliable	☐	art/design	☐
efficient	☐	psychology	☐
Other: ____________________		Other: ________________	

E. Work with a partner. Make guesses about his/her personality and interests, and ask for confirmation. Use the list in the questionnaire in exercise **D**.

A: You're ambitious, aren't you?
B: Yes, I am. / No, I'm not.

A: You like sports, don't you?
B: Yes, I do. / No, I don't.



F. Write six sentences about the things you like and dislike about people.

I like people who have a good sense of humor. / I don't like people who aren't reliable.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

G. Adnan wants to be a successful doctor. Write five things he'll have to do to achieve that. Start the sentences with ***if***.

If Adnan wants to be a doctor, he'll have to go to medical school.
If he wants to get into medical school, he'll need to get good grades.

1. If he's accepted, he'll ______
2. ______
3. ______
4. ______
5. ______

H. Complete the sentences about yourself. Use ***will*** or ***might***.

1. If I don't do my chores, ______.
2. If I study hard this year, ______.
3. If another person is rude to me, ______.
4. If my parents give me some money, ______.
5. If someone gets in front of the line, ______.

I. Complete the sentences using a gerund or an infinitive.

1. I hope __________ a good grade on my English test.
2. The thief avoided __________ the police officer straight in the eye.
3. The students expect __________ their assignments before Friday.
4. I didn't have any money, so my friend offered __________ for my meal.
5. It's important __________ all necessary vaccinations before you travel.
6. Our neighbors promised __________ our plants when we're away.
7. I hate __________ the pots and pans after I finish cooking.
8. My co-workers refuse __________ on weekends.
9. I miss __________ when I'm away from home.
10. We stopped __________ tennis in the winter because of the weather.

J. Complete the sentences about what is or isn't allowed or advisable.

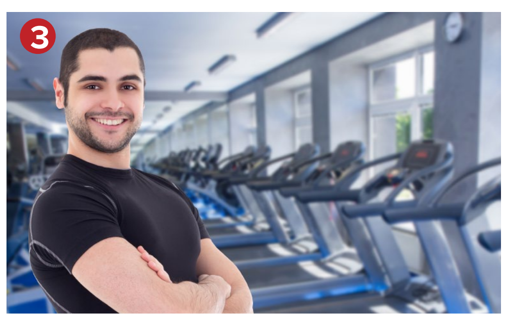
Talking on a cell phone while driving is not allowed.

1. ____________________ in the street is subject to a fine.
2. ____________________ in the library disturbs others.
3. ____________________ regularly keeps you healthy.
4. ____________________ is good for your health.

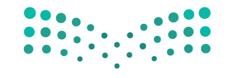












وزارة التعليم
Ministry of Education
2022 - 1444

2 Reading 

Before Reading

What do you know about aptitude tests and IQ tests? Have you ever taken one?

Aptitude and IQ: What's the Difference?

Aptitude Tests

Nowadays, millions of people—young and old—use aptitude tests to help them decide on a career path or a career change. Many employers also find them useful in their selection of new employees. Aptitude tests can be particularly beneficial for high school students who are uncertain about what career path they should follow.

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career aptitude tests can help steer students in the right direction by assessing their natural abilities.

What is aptitude? First, aptitude should not be confused with academic knowledge, skills, personal interests, or intelligence. Aptitudes are natural talents—special abilities for learning to do certain tasks quickly and easily. Skills and knowledge are learned, but aptitude is something you are born with. For example, an accountant who has learned the skills for the job, but has an aptitude for something else will probably find his work unrewarding and difficult. On the other hand, someone who knows nothing about accounting may have the aptitude to learn the necessary skills quickly and easily.

A career aptitude test determines someone's strengths, weaknesses, and natural ability to perform and succeed in certain professions. Common areas of testing are: logical reasoning, mathematical ability, mechanical understanding, spatial awareness, and communication. The results are best when combined with interest and personality tests to assess what types of work a person would most likely enjoy and perform well.

IQ Tests

IQ stands for Intelligence Quotient. The typical IQ test produces a score that compares the test taker's cognitive ability to the general population. A score between 90 and 110 is average, and a score over 130 shows exceptional intelligence—a genius. So what exactly does an IQ test measure? More simply, it assesses the ability to understand concepts and solve different types of problems using logic. This includes spatial ability, mathematical reasoning, language ability, and memory. A sample math question might be: "Ben bought three books for $5 each with a 20% discount. How much did he pay?"

IQ tests, however, are not particularly useful in career planning. Two people with the same IQ may have very different aptitudes. Occupations of famous people with high IQs include authors, journalists, businessmen, scientists, inventors, computer specialists, lawyers, cartoonists, actors, boxing champions, and race car drivers.

After Reading

A. Complete with the correct word.

1. Something that is helpful or good for you is ________________.
   a. unrewarding **b.** certain **c.** beneficial

2. When you ________________ something, you measure its value, importance, or size.
   a. realize **b.** assess **c.** perform

3. When you put two or more things together, you ________________ them.
   a. combine **b.** confuse **c.** select

4. The level that is typical or normal is ________________.
   a. exceptional **b.** average **c.** vast

5. When you think two things are connected by mistake, you ________________ one thing with another.
   a. assess **b.** succeed **c.** confuse

6. When you understand the general idea, you understand the ________________.
   a. option **b.** concept **c.** ability

B. Answer ***true*** or ***false.***

1. _____ Millions of people use aptitude tests to get a job.
2. _____ Some people use aptitude tests to hire new employees.
3. _____ Most high school students know what job they want to do.
4. _____ Aptitude is someone's natural ability to perform certain tasks well.
5. _____ A genius is a person with an IQ of more than 130.
6. _____ People with the same IQ have similar talents.

Discussion

1. What do you think you have an aptitude for?
2. What kind of career are you interested in?
3. Do you think your career choice matches your aptitude and personality?
4. Do you know someone who finds their job rewarding or unrewarding? Do you think it is related to their aptitude?
5. What factors might influence someone's IQ?
6. Do you think IQ tests are always accurate?

3 Writing 

Write about an occupation you are interested in and whether you think your aptitude and personality will make you successful at it.

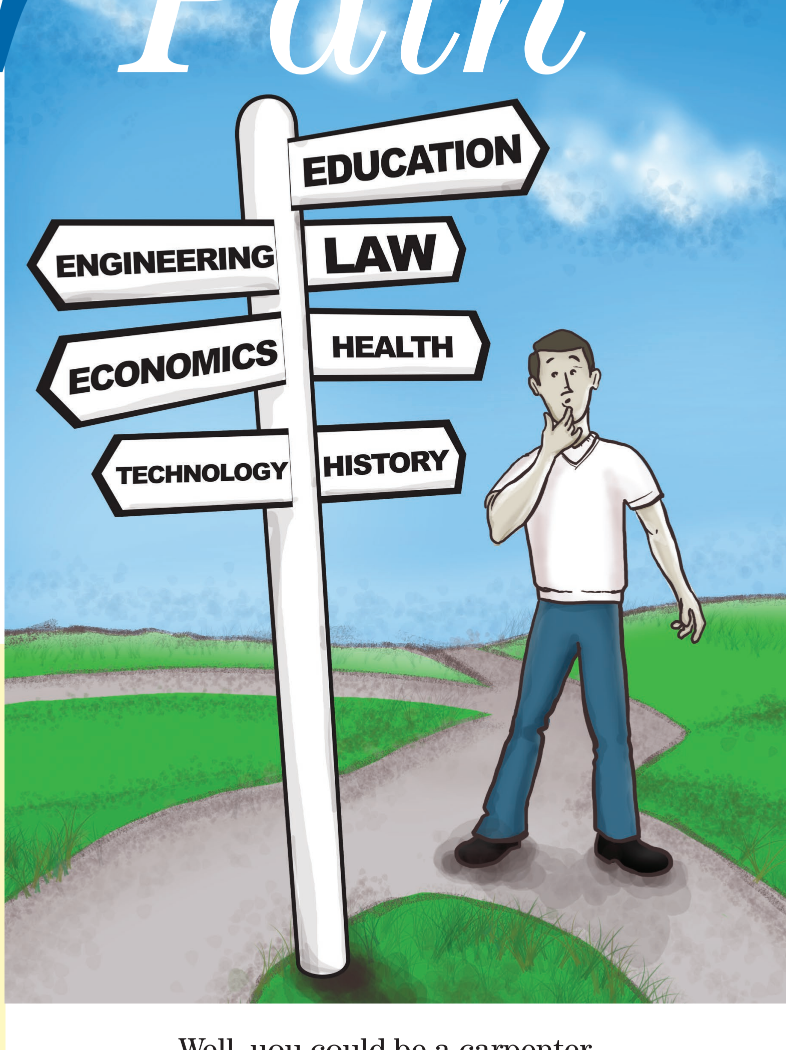




4 Chant Along



Career Path



You should choose a career
That you'll find rewarding,
A satisfying line of work
That you'll never find boring.
If you attend university,
You'll obtain a degree.
You'll have qualifications
To earn a high salary.
Now let's look at your interests,
Let's test your IQ.
What are you adept at?
What occupation is right for you?

CHORUS

What is the right job for me?
I just don't know what I should be.
I am still in high school,
I'm only sixteen and a half.
How can I choose a lifelong career?
Do I have to decide by next year?
Please give me some guidance.
Help me choose the right path.



Well, you could be a carpenter
Who designs chairs and tables.
How about an electrician
Who repairs overhead cables?
A race car driver—
Now that's really exciting!
Be an author or a journalist
Who is gifted at writing.
Choose a profession or a vocation:
Pilot, baker, lawyer, dentist,
Teacher, plumber, chef, accountant,
Artist, engineer, scientist…

CHORUS

Vocabulary

A. Match the words with the meanings.

1. ____ rewarding	**a.** advice
2. ____ to obtain	**b.** regular payment for work
3. ____ qualifications	**c.** satisfying
4. ____ salary	**d.** skills or knowledge for a job
5. ____ to be adept at	**e.** to get something with effort
6. ____ guidance	**f.** to be good at

B. Find 5 words or expressions in the chant that mean a type of job.

1. ______________________________ **4.** ______________________________
2. ______________________________ **5.** ______________________________
3. ______________________________

Comprehension

A. Answer ***true*** or ***false***.

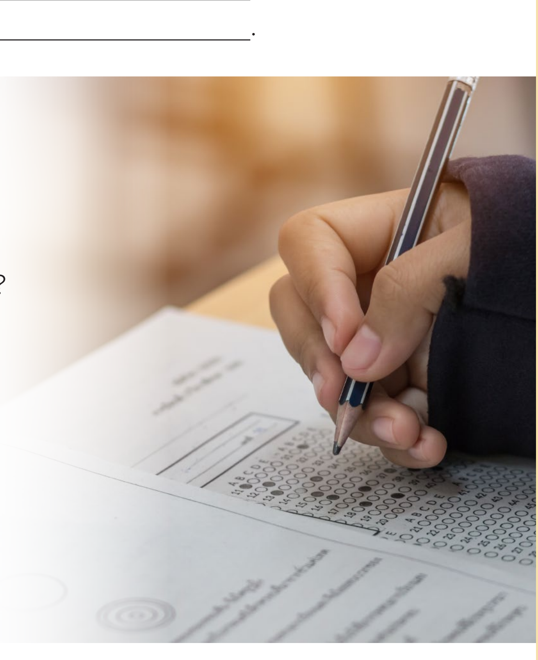
1. _____ The boy knows what career he will follow.
2. _____ The boy is asking for advice.
3. _____ The boy has already graduated from high school.
4. _____ The career advisor suggests a variety of occupations.
5. _____ The career advisor tells the boy which occupation is best.

B. Complete three sentences about the occupations.

1. A carpenter is someone who ______________________________.
2. An electrician is someone who ______________________________.
3. A journalist is someone who ______________________________.

Discussion

1. Have you decided on a career?
2. What qualifications do you need for your chosen career?
3. Who do you ask for career advice?
4. Do you think aptitude tests are helpful in planning a career? Why or why not?



5 Project 

Research some common questions on aptitude and IQ tests, and present them to the class.



6 Reading 

Before Reading

Taking a nap is recommended for both religious and health reasons. Do you take a nap in the afternoon? Do you feel sleepy after a large meal?

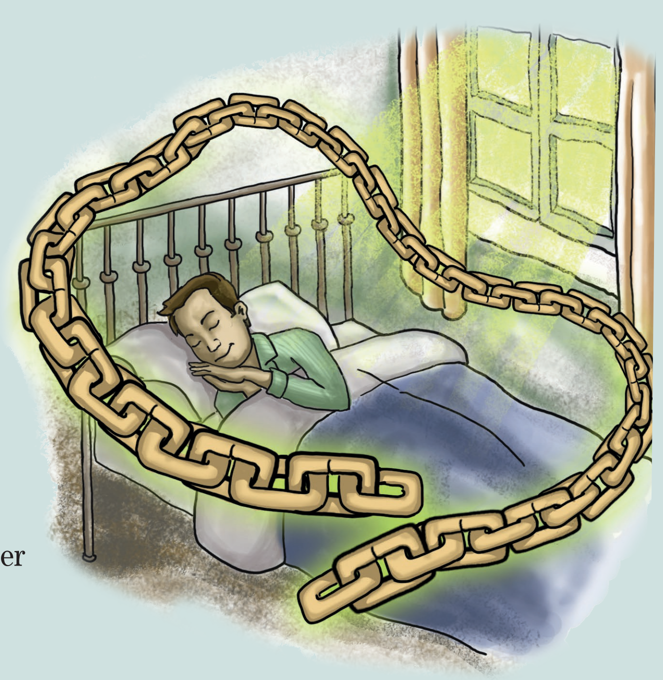
Taking a Siesta

"Sleep is the golden chain that ties health and our bodies together." *Thomas Dekker*

"A good laugh and a long sleep are the best cures in the doctor's book." *Irish Proverb*

"A well spent day brings happy sleep." *Leonardo da Vinci*

The idea of taking a siesta—an afternoon nap—and closing business for a few hours during the day is frowned upon by most Americans and Northern Europeans. In their cultures where "time is money," a sleep break is considered wasteful and unproductive. However, in many Latin, Asian, and Mediterranean cultures, taking a nap and an afternoon break is part of the daily routine.



Since the daytime nap is a custom in Spain, the Spanish word *siesta* is used to refer to a short rest after the midday meal. Many believe that the original concept of siesta was created to allow people to spend time with their family and friends. Today, it is a common practice in many countries where the weather is warm. The high temperatures, especially in summer, combined with a large meal contribute to a feeling of sleepiness. Still, some colder regions of Latin America practice siesta. In these cases, the tradition seems to be based on cultural influence rather than climate.

Here are some benefits of siesta:

Biological need: Some doctors believe that the body is designed to sleep for shorter periods of time rather than in one large dose. Also, the body's blood sugar levels drop after a big meal, inducing drowsiness. This explains why many people may feel sleepy after lunch.

Protection from the sun: Siesta takes place when the sun is at its highest point. This is when the temperature is hottest and the sun's rays are strongest. Avoiding the sun during midday protects people against sunburn, sunstroke, skin cancer, and heat exhaustion.

Health: Studies have shown that people who nap regularly during the week are 37% less likely to suffer from heart disease. Napping helps people relax and reduces their stress levels.

Improved memory: Other research has found that people who took a short nap were able to remember information they learned better than those who did not nap.

After Reading

A. Match the words from the text with the definitions.

1. _____ to frown upon	**a.** sleepiness
2. _____ to contribute to	**b.** to cause an effect
3. _____ to induce	**c.** to play a part in causing
4. _____ drowsiness	**d.** to disapprove of
5. _____ exhaustion	**e.** to decrease the amount
6. _____ to reduce	**f.** a loss of energy

B. In your own words, describe the 4 benefits of taking a siesta.

1. ____
____
2. ____
____
3. ____
____
4. ____
____

C. Answer the questions. Discuss with a partner.

1. What does the expression “time is money” mean?
2. Which of the quotes about sleep do you like best? Why?

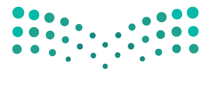
Discussion

1. What are the advantages of taking a siesta?
2. What are the disadvantages of taking a siesta?
3. Which countries do you know of that practice siesta? Do they practice it in the same way?
4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



7 Project 

Research the benefits of sleep and present your findings to the class.



8 Chant Along 

Assimilating

Welcome to our country!
We're glad to have you here,
But please respect our rules
And the customs we hold dear.
Our habits may seem different.
Our cuisine may taste strange.
So, if you want to settle in
You'll need to make some change.
Assimilating is the key
To co-exist in harmony.

Chorus

We have our differences
You and I,
But it's all right
If we don't see eye to eye.
There's no reason why,
No, there's no reason why,
We can't get along.
If we respect one another,
Our friendship will be strong,
Our friendship will be strong.

Learning our native language
May seem overwhelming at the start,
But you'll pick it up eventually
So be patient, don't lose heart.

You'll grow to appreciate our people,
Get accustomed to our ways,
And cherish our traditions.
It's all part of the adjustment phase.
Assimilating is the key
To fit into society.

Chorus

Vocabulary

A. Match the following expressions with their meanings.

1. _____ to hold dear		**a.**	to agree
2. _____ to settle in		**b.**	to get discouraged
3. _____ to see eye to eye		**c.**	to feel at home
4. _____ to get along		**d.**	to cherish
5. _____ to lose heart		**e.**	to have a good relationship
6. _____ to pick up		**f.**	to get used to
7. _____ to get accustomed to		**g.**	to learn

B. Make sentences with the following verbs.

1. to respect ____
2. to appreciate ____
3. to cherish ____

Comprehension

Answer ***true*** or ***false***.

1. _____ The person greets the newcomer with pleasure.
2. _____ The person advises the newcomer not to change.
3. _____ He says that it's OK if they don't agree.
4. _____ He recommends they have mutual respect for one another.
5. _____ He says that learning the language may be difficult.
6. _____ After some time, the newcomer will get used to the lifestyle.
7. _____ He says the newcomer will never fit in.

Discussion

1. Do you agree with the advice in the chant?
2. What difficulties do people face when they move to another country?
3. What should a newcomer do to assimilate into a new society?
4. What should the local people do to make a newcomer feel welcome?



9 Writing



Write advice on what a newcomer needs to do to fit into a new society and how the local people can help.

1 Lifestyles

VOCABULARY

Nouns
addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb
vegetarian

Verbs
download
enjoy
hate
overdo
solve
work out

Phrases with verbs
access the Internet
chat online
get a haircut
spend money/time

Adverbs/Expressions of frequency
all the time
always
every day/week
frequently
from time to time
generally
hardly ever
never
normally
now and then
occasionally
often
once/twice a day
once/twice a week
once in a while
rarely
regularly
seldom
sometimes
usually

Adjectives
challenging
physical
proud

Question words
How long?
How much?
How often?

Preposition
except

EXPRESSIONS

Real Talk
Anyway
exercise freak
turn (someone) off
You see

2 Life Stories

VOCABULARY

Nouns
appointment
attitude
blood
colleague
community
donation
effort
employee
facility
infant
leadership
league
litter
newborn
operation
owner
principal
twin

Verbs
award
compete
donate
encourage
gather
join
practice
receive

Phrases with verbs
comb the beach
get in touch with
grow up
take responsibility
used to

Adjectives
environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well
congratulations
wish (someone) all the best

Real Talk
big break
to be into something
to turn up
What about . . . ?



3 When Are You Traveling?

VOCABULARY

Nouns

accent
baggage
belongings
boarding pass
carry-on
climate
container
departure
difficulty
exchange student
flight
gate
liquid
photo identification
safety
stranger
suitcase
tag
vaccination
visa

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

Don't worry. I'll be all right.

Requesting and agreeing

May I (see your ticket), please?
Sure.

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

4 What Do I Need to Buy?

VOCABULARY

Nouns

appetizer
avocado
bean
beef
bread
butter
carrot
cereal
cheese
chicken
condiment
corn oil
crab
cucumber
dairy product
dates
egg
flour
fruit
garlic
grain
grape
ingredient
lamb
lettuce
mango
margarine
meat
milk
mushroom
olive oil
onion
papaya
parsley
pepper
pineapple
potato
recipe
rice
salmon
salt
sausage
seafood
shrimp
squid
strawberry
sugar
vegetable
watermelon
yogurt

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

a dozen
a few
a little
a lot of
enough
many
much

EXPRESSIONS

Making offers

Do you need any help?
Would you like some more?

Real Talk

Everything's under control.
I can't wait.
I've had more than enough.
you guys

EXPANSION Units 1–4

VOCABULARY

Nouns

bee
branch
cage
crops
faucet
forest
glacier
ice cap
lake
parrot
planet
ranch
stream
trunk

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

5 Since When?

VOCABULARY

Nouns

accounting
brick
consumer
device
feature
image
invention
microwave oven
model
printer
printing press
recharge
resolution

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

available
clumsy
conventional
digital
entire
high-tech
household
huge
light
mass
movable
portable
professional
successful
widespread

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
. . . er
Long time no see
settle down
What have you been up to?



6 Do You Know Where It Is?

VOCABULARY

Nouns

bridge
bullet train
commuter
fare
suburb
survey
vehicle

Features of a town/ community

clean air
cost of living
crime rate
green area
housing
public transportation system
quality of life
recreation

Nouns—Measurement words

kilometer
mile

Verbs

commute
cycle
move out
park
renovate

Adjectives

cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs

approximately
roughly

EXPRESSIONS

Real Talk

a bit
Definitely!
run down
The only thing is that . . .
you can't have it all

7 It's a Good Deal, Isn't It?

VOCABULARY

Nouns

antique
broom
cup
fan
fork
frying pan
garage sale
garbage can
grass
hammer
hose
knife, knives (*pl.*)
ladder
lamp
lawn mower
luggage
plate
pot
pliers
rocking chair
saucer
saw
screwdriver
spoon
teapot
teddy bear
vacuum cleaner

Verbs

guess
run on

Verb phrase

be able to

EXPRESSIONS

Idiom

from around here

Disagreeing politely

I don't think so.

Real Talk

How do you do?
I'll be happy to . . .
Is that so?
show someone around



8 Drive Slowly!

VOCABULARY

Nouns

automatic transmission
brake pedal
bumper
dashboard
exterior
gas pedal
gas tank
glove compartment
GPS
headlight
highway
hood
ignition
interior
pedestrian
rearview mirror
road sign
seat belt
signal light
speed limit
steering wheel
ticket
trunk
windshield
windshield wipers

Verbs

obey
pass
speed
watch out

Adverbs

carefully
slowly
well

EXPRESSIONS

Idioms

in a hurry
run into traffic

Real Talk

Hey
I'm doing 60.
You can't be serious!

EXPANSION Units 5–8

VOCABULARY

Nouns

accomplishment
breeze
cable car
landscape
objective
parachute
pass
peak
rapids
scent
skydiving
trail
treat
valley
white-water rafting

Verbs

accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives

calm
enjoyable
freezing
frightened
glacial
long-distance
rural
proud
scenic
tiring
unique

Adverbs

constantly
terribly

EXPRESSIONS

Idioms

be in contact with
get used to
look forward to
worth the effort



9 All Kinds of People

VOCABULARY

Nouns

airline
attraction
editor
event
fake
flyers
pedal cab
thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded
athletic
clever
efficient
generous
hardworking
honest
kind
lazy
optimistic
patient
persuasive
pessimistic
polite
quiet
reliable
rude
selfish
serious
silly
talkative
typical
unreliable

EXPRESSIONS

Idioms

give directions
hail a taxi
hand out
in a hurry
on duty

Real Talk

a real treat
I mean
Of course

10 Who Used My Toothpaste?

VOCABULARY

Nouns

complaint
dishwashing liquid
hairbrush
hair dryer
mess
mirror
nail polish
nephew
scissors
shampoo
toothpaste

Verbs

annoy
avoid
borrow
feed
finish
imagine
irritate
mind
splash
stand
suggest

Two-word verbs

blow up
clean up
give back
give up
mess up
put away
put back
take over
turn down
turn off

Adjective

dirty

Adverbs

already
just
yet

EXPRESSIONS

Idioms

make oneself at home
wait in line

Real Talk

At long last!
That's a bit too much.

11 Making Choices

VOCABULARY

Nouns

airshow
benefit
choice
conservationist
environment
farmer
graduation
pollution
preference
resort
route
scholarship
subject

Verbs

care
fail
fit in
generate
graduate
interfere
involve
pass (a test)
speed
study

Adjective

scenic

EXPRESSIONS

Idioms

be against
feel like (doing)
fit in
get a chance
get caught
would rather

Real Talk

It seems to me
make up your mind
up in the air

12 Culture Shock

VOCABULARY

Nouns

break
chopsticks
custom
dust
graduate
guest
host
impression
lawyer
mud
pocket
porter
shock
surname
tip
topic

Verbs

adjust
allow
block
bump (into)
comment
exchange
expect
handle
manage
remove
rest
rush
spear
spread
tip

Adjectives

crowded
customary
globalized
local
punctual
relaxed
similar
tricky

Adverbs

accidentally
patiently

EXPRESSIONS

Expressions with *It's* + infinitive

It's advisable to . . .
It's a good idea to . . .
It's common to . . .
It's not polite to . . ./It's impolite to . . .
It's polite to . . .
It's rude to . . .
It's wrong to . . .

Expressions of advice

Be sure to . . .
Don't forget to . . .
Make sure to . . .
Remember to . . .
Try not to . . .
Try to . . .

Idioms

be based
be on time
stand in line
wait your turn
What's it like . . . ?

Real Talk

kind of
No kidding!
to be honest
to get the hang of

EXPANSION Units 9–12

VOCABULARY

Nouns

adolescent
aptitude
cable
career
concept
cure
degree
dose
drowsiness
exhaustion
genius
guidance
harmony
intelligence
IQ
logic
memory
nap
occupation
option
profession
qualification
salary
siesta
skin cancer
sleepiness
strength
stress
sunburn
sunstroke
talent
vocation
weakness

Verbs

appreciate
assess
assimilate
cherish
combine (with)
confuse (with)
contribute
induce
obtain
reduce
respect
succeed

Adverbs

particularly
simply

Adjectives

average
beneficial
cognitive
exceptional
gifted
overwhelming
rewarding
sleepy
uncertain
unproductive
unrewarding
wasteful

EXPRESSIONS

Idioms

be adept at
frown upon
get accustomed to
get along
grow up
hold dear
let alone
line of work
lose heart
pick up
see eye to eye
settle in



1 A report on the habits of young people

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
make clear and interesting statements				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use pronouns to link sentences				
edit and correct my mistakes				

2 A personal biography

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
mark the events in my life on a timeline				
use punctuation and capitals correctly				
use tenses correctly				
introduce myself in the opening paragraph				
order events chronologically				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

3 An email to a friend

I can ...	Great!	Good!	OK!	Needs work
organize and plan an email				
prepare notes for paragraphs				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate greeting				
express my feelings				
use interesting vocabulary				
describe activities and places effectively				
write an appropriate closing				
use appropriate informal language/style				
edit and correct my mistakes				

4 A recipe

I can ...	Great!	Good!	OK!	Needs work
collect information about a recipe				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
use sequence words				
use the imperative to give directions				
use appropriate vocabulary				
use appropriate language/style				
edit and correct my mistakes				



EXPANSION Units 1-4 A report about an endangered species

I can ...	Great!	Good!	OK!	Needs work
organize and plan a report				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
organize and order facts				
include interesting details				
use a range of vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

5 A description of personal possessions

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
prepare notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
describe objects effectively				
express my feelings				
use a range of vocabulary				
write a closing paragraph				
use pronouns for better cohesion				
edit and correct my mistakes				

6 An essay about my town

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
compare and contrast details well				
develop paragraphs in the main body				
write topic sentences for paragraphs				
use a range of vocabulary				
write an appropriate conclusion				
edit and correct my mistakes				

7 A narrative about a strange coincidence

I can ...	Great!	Good!	OK!	Needs work
prepare an outline in an event chain diagram				
take notes on the places, people, and events				
set the scene in the introduction				
develop events clearly				
describe feelings				
use descriptive vocabulary				
use time words to sequence events				
end the story with an interesting conclusion				
use punctuation and capitals correctly				
use past tenses correctly				
edit and correct my mistakes				

8 An essay about raising the driving age

I can ...	Great!	Good!	OK!	Needs work
organize ideas in a chart				
take notes on the reasons and results				
write an introduction				
develop ideas clearly				
use a range of vocabulary				
use phrases to express cause or reason				
use phrases to express result				
write a conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 5-8 A brochure for an adventure trip

I can ...	Great!	Good!	OK!	Needs work
organize and plan information				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
interest the reader				
give descriptive details				
use interesting vocabulary				
convince the reader				
use appropriate language/style				
edit and correct my mistakes				



9 An interview with a humanitarian

I can ...	Great!	Good!	OK!	Needs work
organize and plan an interview				
prepare notes/questions				
use question forms correctly				
use information given to write responses				
order questions in a logical sequence				
use a range of vocabulary				
end the interview on a positive note				
use punctuation and capitals correctly				
use appropriate formal/polite language				
use tenses correctly				
edit and correct my mistakes				

10 Internet forum entries on impolite behavior and its effects

I can ...	Great!	Good!	OK!	Needs work
organize and plan my forum entries				
take notes on rude behavior and its effects				
describe impolite behavior				
explain the effects of rude behavior				
express my ideas clearly				
use a range of vocabulary/expressions				
use relative clauses to link ideas				
use relative pronouns correctly				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

11 A description of personal choices and their consequences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on choices and consequences				
write an introduction				
describe choices I have made and their positive or negative consequences				
describe who has influenced my choices				
use a range of vocabulary				
use gerunds and gerund phrases				
express what I have learned in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

12 An email about cultural differences

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
write a greeting for the email				
describe habits/traditions in detail				
express feelings and reactions				
use a range of vocabulary				
use expressions with *used to*				
write a closing for the email				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9–12 A description of an occupation

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on an occupation				
take notes on my aptitude/personality				
write an introduction				
describe the occupation in detail				
use a range of vocabulary				
describe my aptitude and relate it to the occupation				
assess my suitability for the occupation in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9–12 An essay giving advice on fitting in

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on cultural assimilation				
state the topic/problem in the introduction				
give helpful advice				
explain why the advice is beneficial				
use linking expressions				
use a range of vocabulary				
state the results of your advice in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written



SUPERGOAL 3 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Unit 1	**1**	Listen and Discuss
3	Unit 1	**2**	Pair Work
4	Unit 1	**5**	Listening
5	Unit 1	**6**	Pronunciation
6	Unit 1	**8**	Conversation
7	Unit 1	**9**	Reading
8	Unit 2	**1**	Listen and Discuss
9	Unit 2	**2**	Pair Work
10	Unit 2	**5**	Listening
11	Unit 2	**6**	Pronunciation
12	Unit 2	**8**	Conversation
13	Unit 2	**9**	Reading
14	Unit 3	**1**	Listen and Discuss
15	Unit 3	**2**	Pair Work
16	Unit 3	**5**	Listening
17	Unit 3	**6**	Pronunciation
18	Unit 3	**8**	Conversation
19	Unit 3	**9**	Reading
20	Unit 4	**1**	Listen and Discuss
21	Unit 4	**2**	Pair Work
22	Unit 4	**5**	Listening
23	Unit 4	**6**	Pronunciation
24	Unit 4	**8**	Conversation
25	Unit 4	**9**	Reading
26	EXPANSION	**3**	Reading
27	Units 1–4	**5**	Chant Along

CD2

Track	Unit	Student Book Section	
2	Unit 5	**1**	Listen and Discuss
3	Unit 5	**2**	Pair Work
4	Unit 5	**5**	Listening
5	Unit 5	**6**	Pronunciation
6	Unit 5	**8**	Conversation
7	Unit 5	**9**	Reading
8	Unit 6	**1**	Listen and Discuss
9	Unit 6	**2**	Pair Work
10	Unit 6	**5**	Listening
11	Unit 6	**6**	Pronunciation
12	Unit 6	**8**	Conversation
13	Unit 6	**9**	Reading
14	Unit 7	**1**	Listen and Discuss
15	Unit 7	**2**	Pair Work
16	Unit 7	**5**	Listening
17	Unit 7	**6**	Pronunciation
18	Unit 7	**8**	Conversation
19	Unit 7	**9**	Reading
20	Unit 8	**1**	Listen and Discuss
21	Unit 8	**2**	Pair Work
22	Unit 8	**5**	Listening
23	Unit 8	**6**	Pronunciation
24	Unit 8	**8**	Conversation
25	Unit 8	**9**	Reading
26	EXPANSION	**2**	Reading
27	Units 5–8	**4**	Chant Along

CD3

Track	Unit	Student Book Section	
2	Unit 9	**1**	Listen and Discuss
3	Unit 9	**2**	Pair Work
4	Unit 9	**5**	Listening
5	Unit 9	**6**	Pronunciation
6	Unit 9	**8**	Conversation
7	Unit 9	**9**	Reading
8	Unit 10	**1**	Listen and Discuss
9	Unit 10	**2**	Pair Work
10	Unit 10	**5**	Listening
11	Unit 10	**6**	Pronunciation
12	Unit 10	**8**	Conversation
13	Unit 10	**9**	Reading
14	Unit 11	**1**	Listen and Discuss
15	Unit 11	**2**	Pair Work
16	Unit 11	**5**	Listening
17	Unit 11	**6**	Pronunciation
18	Unit 11	**8**	Conversation
19	Unit 11	**9**	Reading
20	Unit 12	**1**	Listen and Discuss
21	Unit 12	**2**	Pair Work
22	Unit 12	**5**	Listening
23	Unit 12	**6**	Pronunciation
24	Unit 12	**8**	Conversation
25	Unit 12	**9**	Reading
26		**2**	Reading
27	EXPANSION	**4**	Chant Along
28	Units 9–12	**6**	Reading
29		**8**	Chant Along